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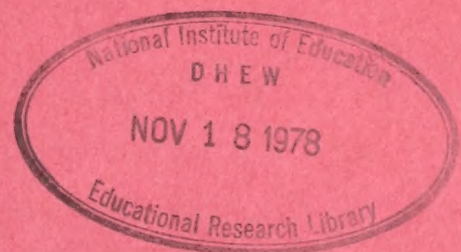
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EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

DAY AND EVENING GUIDANCE CENTERS FOR
MENTALLY RETARDED CHILDREN AND YOUTH -
SUMMER 1967

By David J. Fox and Nicholas Gavales
November 1967



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DAY AND EVENING GUIDANCE CENTERS FOR MENTALLY
RETARDED CHILDREN AND YOUTH - SUMMER 1967

David J. Fox and Nicholas Gavales

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
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November 1967

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CHAPTER I

INTRODUCTION

During recent years the complex role of the guidance counselor has become increasingly important. For example, in new educational programs for the disadvantaged, the guidance counselor has been called upon to help overcome the effects of poverty. Included in this broad category are thousands of mentally retarded children who are currently being serviced by numerous educational, vocational, and medical agencies in New York City. In 1967 for the first time, because of the availability of federal funds, several summer programs have been initiated by the Board of Education for mentally retarded children and youth.

The Program

The summer program for day and evening guidance centers for mentally retarded children and youth was a federally funded program under Title I, ESEA, in accordance with the resolution submitted to the Board of Education by the Superintendent of Schools in May, 1967.

The program, which ran from July 5 to August 15, was designed to provide counseling services for mentally retarded children in public and nonpublic schools. Although these children and their parents receive help during the regular school year, this was the first time they had a chance to avail themselves of a continuous guidance program.

As stated in the original proposal, the project was developed

partly at the suggestion of the New York City Chapter of the Association for the Help of Retarded Children, which urged the expansion of counseling and guidance services to all retarded youngsters at an open hearing conducted by the Board of Education in the spring of 1967.

The main objective of the program was to provide a continuous guidance program for mentally retarded children and their parents during the summer months when organized assistance was not routinely available. The services were to be available, also, to unemployed, out-of-school youth up to and including the age of 21, and priority was to be given to children residing in poverty areas. Supportive services were to be provided for unemployed young adults to help them in their initial adjustment to the world of work. That is, they were to be helped in their efforts to cope with their environment and to develop effective patterns of behavior. Initial guidance would also be provided for mentally retarded children who have had no previous opportunity to benefit from a program of individual guidance. In order to function optimally, the guidance centers were to endeavor to coordinate their efforts with the activities of parent associations, the Occupational Training Center, the New York State Employment Services' Division of Vocational Rehabilitation and other agencies which provide services for retarded children.

Objectives of the Evaluation

The purpose of the present study was to evaluate the summer guidance program. Each of the specific goals and objectives was

evaluated in terms of the extent to which it was fulfilled and the general effectiveness to the clients served. The specific objectives were as follows:

1. To determine the extent and effectiveness of information, counseling and referral services to parents of mentally retarded youth below the age of 21.
2. To determine the extent and effectiveness of services for preschool, in-school, and out-of-school retardates.
3. To determine the number of employable retarded children and youth referred to agencies and/or potential employers and which supportive services were provided for those placed.
4. To determine the extent and effectiveness of community recreational and cultural facilities utilized during the summer.
5. To describe and evaluate the organization of the program including publicity, the staff and the counseling.
6. To report attitudes and reactions to the program of counselors and parents.

Procedures of the Evaluation

Instruments

Four instruments were used in the study:

1. Interview Guide for Guidance Counselors

The purpose of this instrument was to elicit information from each counselor through an interview conducted by

qualified consultants employed in this evaluation project. The information collected involved: credentials, background, and experience of each counselor; job responsibilities as interpreted and defined by the counselor; counselor's expectations of and attitudes toward the programs. In addition, the interviewer sought information on differentiation of services to different age and vocational categories of clientele; perceived benefits to parents and pupils; and information on the program's system of referrals.

2. Consultants' Questionnaire on Guidance Centers

This was an evaluative questionnaire designed to determine how the Center operated and how well its functions were performed, based on the observations of qualified consultants. Through the questionnaire, the consultant was asked to determine in which area clients were assisted; diagnostic methods used by the counselors; organization of counseling sessions; degree of participation of clients; clients' attitudes toward the program; appropriateness of the counseling; differentiation of services offered; and all the ways the Center helped the clients. In addition, the consultant indicated whether the Center availed itself of all possible agencies used for referrals.

3. Interview Guide for Parents

The Parents' Interview Guide was concerned with eliciting the opinions, attitudes, and criticisms of the summer

guidance program from the parents. It asked the parents how they heard about the program, how the program did or did not help them and their children, and what they thought the program should have done.

4. Trip Questionnaire

This questionnaire was designed to rate the purposefulness and appropriateness of the vocational and cultural trips sponsored by the Centers, as well as the response of the clients to the trips.

Collection of Data

Three consultant-observers were used in this evaluation. Two faculty members of local colleges, with long experience in preparing teachers and programs in the area of mental retardation, served as consultant-observers in this area, and between the two of them, visited each of the five Centers for purposes of observations and interviews. One of these consultants visited three Centers (two of them twice), and the other consultant visited two Centers. The third consultant had comparable experience in guidance and counseling and visited four of the five Centers in order to provide an evaluative perception of these aspects.

Data collection for the evaluation was designed in terms of eight steps.

1. Consultants observed counseling sessions with children and parents in each of the five Centers, day and evening. On

the basis of these observations, the consultants evaluated the organization and effectiveness of the counseling sessions and ultimately of the program as a whole.

2. Consultants also interviewed all of the counselors in each of the five Centers' day and evening sessions in order to elicit information on counselors' background, attitudes, and opinions regarding the program through the interview guide for guidance counselors.
3. Using the Parent Interview Guide, consultants interviewed a sampling of parents at each of the five Centers in order to elicit their attitudes and opinions about the program and gain insight as to how the program helped them.
4. Office records of pupils were examined by the research team in order to determine how many participated in trips. A consultant accompanied one Center group on a trip. The trip questionnaire was used in this procedure and reactions by the counselors were assessed.
5. Official records of clients served by each of the Centers were examined and lists of agencies involved were compiled.
6. An examination was made of the methods of publicizing the facilities offered by the Centers. In addition, the methods of selection of Center personnel were studied.
7. The consultants submitted written reports on various aspects of the program, such as program structure and orientation

of staff, program goals and direction, and effectiveness of supervisor.

8. Daily and weekly attendance records for each Center and figures on all contacts and referrals of any kind were collected.

Data Presentation

The following two chapters of this report present the findings which were compiled from the various interviews and questionnaires as well as observations from the three consultants who studied the program. Chapter two describes the Centers, their staff, the publicity preceding and during the summer program, the background and preparation of the staff, and the process of orientation and communication. Chapter three presents an analysis of the scope of the program in terms of the numbers and school status and level of the clients served; a description and evaluation of the services provided; and a summary of parental response to the program. Chapter four discusses the findings and concludes with the consultants' suggestions for future programs.

CHAPTER 2

DESCRIPTION OF CENTERS, PUBLICITY AND STAFF

In this chapter the descriptive findings of the study will be presented, beginning with the Centers themselves.

The Guidance Centers

According to the program proposal, the Centers were to be located in five buildings selected on the basis of central location within their respective boroughs and the availability of suitable waiting-room space, private counseling rooms, and office facilities. Each Center was to be staffed four and a half hours during the day and three hours each evening by two counselors.

The following table, based on observations by the consultants, describes the times each Center was open and the number of counselors by whom it was staffed.

TABLE 1
SCHEDULE OF STAFF BY CENTER

Session	Number of Counselors in Indicated Center					
	Brooklyn	Manhattan	Bronx	Queens		Richmond
	Erasmus Hall HS	Washington Irving HS	Theodore Roosevelt HS	Wm. C. Bryant HS	Jamaica HS	PS 16
Day	3	3	1-2	2	not open	1
Evening	2	1-3	2	not open	2	not open

Modifications of the program were made in accordance with community needs and demands. In practice, the original pattern was fully adhered to by one Center, Erasmus Hall, in Brooklyn. According to the Coordinator, after July 26 the evening Center in the Bronx (Theodore Roosevelt) was reduced from three evenings to one and the day staff was reduced on certain days from two counselors a day to one. Also, in Manhattan (Washington Irving) the evening staff was reduced from three counselors to one. Because of personal reasons, one of the two counselors at the Jamaica Center in Queens did not report for approximately one week. At the end of July, the evening staff was reduced from two counselors to one. The Center in Richmond did not have evening hours at all.

In all instances, those Centers open in the evening were open on Tuesday, Wednesday and Thursday evenings.

Each borough had one site for both the day and evening Centers with the exception of Queens which housed the day Center in William Bryant High School and the evening Center in Jamaica High School.

The appointment schedules showed that during the day most of the clients appeared between 9:00 and 12:00 A.M. The time from 8:30 to 9:00 A.M. and 12:00 to 1:00 was used for clerical tasks and correspondence. In the evening, most of the appointments fell between 7:00 and 9:30 P.M.

Generally, the Centers were located in disadvantaged areas, and close enough to public transportation so as to be easily reached. However, consultants questioned the location of two Centers. Erasmus Hall High School is located a long distance from priority areas for

for which service was intended, and apparently was used because it was the only high school in Brooklyn open in the evenings during the summer. Jamaica High School also was considered poorly located, since it was five up-hill blocks from the nearest bus line. It was the only Center not reached easily by public transportation.

For the most part, consultants rated the Centers as adequate in providing an atmosphere conducive to counseling. However, two of the Centers were rated as dingy, crowded or utilized in ways not conducive to privacy for the clients. For example, at one Center the counseling office was so close to the waiting room that everything said by the parent and counselor could be heard clearly, and without any effort, by anyone sitting in the waiting room.

Publicity

The release date for announcement of this program was set by the Board of Education for June 22, 1967. The Coordinator of the program indicated inability to make any announcement before receiving confirmation of the allocation of funds. This delayed the announcement until the last week of school. The Coordinator suggested that in all the flurry of activity which takes place at the end of every school year, many notices may not have been effectively acted upon by the teachers. He stated that he met with some CRMD supervisors during the six-week period of the summer program and found that they still were not aware of it; and he cited this as evidence that some notices sent out at that time were either ignored or lost.

Publicity took the following forms: during the last week of June, letters were mailed to all CRMD teachers, to principals, and supervisory personnel in schools where CRMD classes were being held informing them and the parents of the program. Notices were also mailed to a list of private agencies (see Appendix) and parochial schools with programs in mental retardation. However, for many Catholic Schools the official release of June 22, announcing the program, came after the schools were closed. Private schools with CRMD programs were not contacted since they were not covered by the present program.

All agencies listed under "retardation" in the Health and Welfare Directory were notified and received the appropriate application forms.

A consultant from the Bureau for Children of Mentally Retarded Development notified every college and university in the metropolitan area with a program in retardation and, at the same time, informed the hospitals and mental retardation clinics and the New York State Department of Special Education of the program.

The Coordinator stated that he tried to list the program with the Department of Welfare in an attempt to reach parents who were not affiliated with any of the retardation associations. The attempt was frustrated by the welfare workers' strike.

By mid-July, the enrollment in the program was slightly over 100, well below expectation. Therefore, the Coordinator decided to initiate a follow-up publicity campaign and mail notices to the parents of the CRMD pupils attending CRMD classes. This mailing ran

from the 18th to the 26th of July. In addition, notices were sent to parents of children on a list of the most severely retarded CRMD pupils in lower Manhattan supplied by the Bureau for Children of Mentally Retarded Development. (A special mailing to eight male and eight female students enrolled in the city schools and above the age of sixteen went out inviting their parents to attend special meetings.)

The results of the mailing are reflected in the following table which represents the number of clients who made contact with a sample of the Centers during the entire program.

TABLE 2
REPORTED CONTACTS BY CENTER AND BY WEEK

Center	1st	2nd	3rd	4th	5th	6th	7th
Bronx Day	2	4	8	16	11	9	ND
Brooklyn Day	23	35	37	23	21	11	1
Brooklyn Eve	ND ^a	2	6	8	14	5	ND
Manhattan Day	18	27	31	23	21	42	ND
Queens Day	ND	1	1	7	23	18	2
Queens Eve	1	1	ND	8	18	18	8
Richmond Day	11	26	18	22	41	24	3
Total	55	96	101	107	149	127	14
Per Cent	8.3	14.5	15.3	16.2	22.6	21.0	2.1

^aND means no data available.

From the beginning of the second week until the end of the fourth week, the number of contacts per week was fairly uniform. During the fourth week, the large mailing was sent out. The fifth week showed a 42 per cent increase in the number of contacts over the previous week.

The larger mailing had been contemplated by the Coordinator earlier in the program; however, he reported that the cost (\$800) and lack of clerical help led him to wait and see what developed with respect to attendance before making this mailing. A memorandum was then sent on July 26 to all of the guidance counselors requesting them to call parents of CRMD children in their areas to solicit information concerning them, and invite them to join the program.

The counselors at the Theodore Roosevelt Center in the Bronx conducted telephone interviews with a sample of parents in order to determine the reason or reasons for the poor response to the recruiting efforts made by the program. The most frequent response was "We are too busy to come in the day and we are afraid to return to our neighborhoods after dark." (This was voiced prior to the riots on Third Avenue.)

In addition to the mailings, press releases were sent to newspapers, television and radio stations.¹ One tangible result was that on August 3rd the Staten Island Advance ran an illustrated article about the program.

¹ New York Daily News, New York Post, Staten Island Advance, WNEW, WOR, WHN, WMCA, WABC and WNBC.

According to the consultants, all of the guidance counselors agreed that the publicity to parents and to the community was ineffective because it came rather late in the term. In general, the consultants believe, the publicity aspect of the program can be summed up as "too little and too late."

Staff Background

According to the program proposal, the staff for the program was to consist of a Coordinator, an assistant Coordinator, twenty counselors, and five school secretaries. The Coordinator, who was involved in the writing of the proposal, was appointed by the CRMD Bureau. According to the Coordinator, the counselors were selected on the basis of the following criteria: (a) recommendations of district supervisors; (b) experience in either teaching and/or counseling the mentally retarded; and (c) their ability to utilize their experience with the mentally retarded in current and future assignments.

The proposal describes the role and function of the Coordinator as including: planning the program in concert with the Director of the Bureau of Educational and Vocational Guidance; selecting and training the staff; arranging for locations, supplies, and record systems; consulting with the interested agencies to provide needed services; and supervising the operation of the Centers through observational visits. The role of the assistant Coordinator had been defined to include: interpretation of the Bureau for Children with Retarded Mental Development policy and services to the counselors; serving as resource consultant for parents, counselors, and agency personnel;

and supervision of the Centers.

According to the program proposal, the counselors were to perform the following services: studying the needs of the pupils through previously distributed referral forms from schools and agencies; counseling parents individually and in groups; developing and conducting vocational orientation trips to places of cultural and vocational value; making appropriate referrals to public and private agencies for employment, intensive counseling, or other services as required; and stimulating the utilization of available recreational resources. In addition to their other duties, the Coordinator felt that the counselors should take an active role in recruiting clients especially since there was a paucity of clientele during the first two weeks of the program. The counselors indicated that recruiting and publicity should be handled by the administration.

The program actually employed 18 counselors, all but one of whom were licensed counselors. All of the counselors held teaching licenses, in addition to counseling licenses, and 50 per cent of the counselors had had prior extensive experience with CRMD pupils (the other 50 per cent lacked teaching experience in CRMD classes). One consultant felt that many of the counselors in the program appeared to be performing functions in vocational counseling for which they had neither the training nor experience.

The criteria for selecting the counselors was, for the most part, considered adequate by the consultants. They did suggest that the counselors had not been screened carefully enough to evaluate their ability to work in this special summer setting which demanded a

high degree of initiative, creativity, and the ability to work as a member of a team.

Orientation and Communication

Training and orientation of the counselors for the program consisted of an hour and a half meeting, of counselors and supervisory staff, which was held in June. The purpose of this meeting was general orientation. No plans were made at the time for the group to meet periodically during the summer. However, during the first week, the Program Coordinator and the CRMD consultant visited each Center and conducted informal conferences with the counselors in an effort to further orient the staff. During these conferences, methods in counseling parents and their children, and in giving vocational guidance to mentally retarded youth were discussed. In addition, the dynamics of parents' feelings of guilt, anxiety, and hostility were explored. The Coordinator indicated that the orientation was especially significant to those counselors who did not have teaching or counseling background with mentally retarded children.

Interviews of counselors by the consultants indicated that counselors felt that this initial orientation had not been too helpful. Few counselors knew what to expect of the program. The counselors reported that the orientation did little, in this respect, to establish clear goals, set definite procedures, or build the foundation necessary for smooth, rapid operation.

The program coordinator kept in touch periodically with each Center with regard to routine matters, such as providing forms and supplies.

The Coordinator communicated with the Centers by phone and newsletter. Although he also made personal visits to the day Centers, the evening Centers were seldom visited. No provision had been made for a regular exchange of ideas and information between Centers or between the day and evening sessions of individual Centers. An example of this absence of communication is contained in the following incident: On an initial visit to one of the Centers, one of the evaluation consultants was told by a counselor that a day work-shop for parents would be held the following week. When the consultant called the Center to confirm the date, he was told that no work-shop was scheduled for the day, but that one would be held in the evening. The day counselor gave him the date, but could not specify the time nor could he tell the consultant how to contact either of the evening counselors before 6:30 P.M. The consultant made several unsuccessful attempts to reach the program supervisor at both telephone numbers listed for him. Finally, at 6:45 P.M., he arrived at the Center, to be informed that no work-shop had been scheduled.

On another occasion, a consultant tried unsuccessfully to reach a Center, calling more than twenty times before finally contacting the Center through the office of the school in which the Center was located. The Center's phone had been busy because of the limited number of trunk lines.

CHAPTER 3

SCOPE OF THE PROGRAM AND THE SERVICES PROVIDED

In this chapter we shall present a description of the numbers of children and parents served as well as a description and evaluation of the services provided.

Scope of the Program

Table 3 gives a complete breakdown, by center, of the numbers of children and parents served. A total of 437 children were seen, including 24 nonpublic school children. Four hundred forty-six interviews were conducted with children, some children being interviewed twice. The number of parents seen was 615 while the total number interviewed (including phone interviews) was 656.¹ There were 27 workshops or group sessions with a total of 161 parents attending.

As the table indicates, there was considerable variation in case load from center to center, ranging from the 45 children in the Bronx Center to the 161 seen by the Brooklyn Center. Similarly, for parents, there was a large range: from the 75 seen in Richmond to the 211 in Brooklyn.

¹There were instances in which parents but not children were seen, and vice-versa.

TABLE 3

THE NUMBER OF CLIENTS SERVED BY EACH CENTER

Variable	Manhattan		Bronx		Brooklyn		Queens		Richmond		Total by Time of Day		Grand Total
	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	Day	Eve	
Number of Children Seen ¹	64	15	39	6	108	53	39	60	53		303	134	437
Number of Interviews Conducted	87	19	37	7	161	28	39	40	28		352	94	446
Number of Parents Seen	65	15	89	27	136	75	69	100	75		434	217	651
Number of Parent Interviews	81	23	73	23	170	75	71	60	75		470	181	651
Number of Group Sessions	4	1	3	2	11	2	0	2	2		20	7	27
Total Number of Parents Attending	17	1	42	15	41	11	0	23	11		111	50	161
Number of Nonpublic School Pupils ¹	1	0	2	1	0	7	3	3	7		13	11	24

¹The total number of children seen includes the non-public school children.

Table 4 provides a breakdown of the population served, by the school status represented. This table includes the 437 children seen directly as well as 126 children seen individually through parental counseling (as indicated in footnote "a" below).

TABLE 4
SCHOOL STATUS OF CHILDREN SERVED BY THE GUIDANCE PROGRAM

School Status	Number	Per Cent
Public:		
Awaiting CRMD Placement (preschool)	41	7
Elementary (in-school)	21	4
Junior High (in-school)	203	36
High School (in-school)	168	30
OTC (out-of-school)	27	5
No longer attending (out-of-school)	79	14
Nonpublic:		
Elementary (in-school)	24	4
Total	563 ^a	100

^aThis total includes 437 children actually seen by the counselors, and 126 whose parents were seen.

Preschool children comprised seven per cent of the total of 563 clients served by the centers. Counselors reported identifying children, counseling the parents of preschool children, and working on records for the school the individual child was to attend. There was little direct service to parents of preschool children reported for this category. Overall, 40 per cent of counselors reported working with at least one parent of a preschool child at some time during the summer.

The in-school children represented the majority of clients seen, totaling 74 per cent. A major objective of the program in this category, according to reports from the Centers, was working with the parents and teaching them how to cope with and understand mental retardation. Recreational referrals for the summer also occupied, by plan and in practice, a focal point in the program. Forty per cent of the counselors reported counseling the parents on mental retardation, while 20 per cent reported giving information on recreational facilities. Other counseling duties were: the improving of teacher-parent relations, arranging for retesting and re-evaluations, updating pupils' cumulative record cards, and counseling for school adjustment for students scheduled to attend in the fall. Fifty per cent of the counselors made referrals to private and community agencies, and 30 per cent disseminated information concerning prevocational, vocational, and educational programs.

Out-of-school clients comprised 19 per cent of the total number of clients. Services for the employed in this group included referrals to retraining centers and placement in new jobs, and were reported by 30 per cent of the counselors. Five per cent reported consulting with clients on their present employment; ten per cent reported following up

cases; and ten per cent indicated they had engaged in educational and vocational program counseling.

In centers which served out-of-school youth, the counselors reported that 50 per cent of the unemployed, out-of-school clients were referred to the Division of Vocational Rehabilitation, the New York State Employment Service, and the Occupational Training Center. Counseling and other referrals were provided for 35 per cent of this group, and 15 per cent were helped to find jobs. Counselors, in addition, helped arrange admissions to schools for clients to attend in the fall. Table 5 provides a breakdown, by center, of the several training agencies referred to during the summer.

Referrals

There were 212 referrals to agencies reported by all of the guidance centers during the summer. It was reported that a total of 66 referrals was received by the centers from 11 different outside social agencies. These data are presented in Table 5 which provides a breakdown by center.

In the majority of instances where contacts were made, they were initiated by the counselors and staff of the Centers. Testing and evaluations were the reasons given for the referrals. One agency reported its lists as filled, and two placed the clients on waiting lists until the fall and winter. Another agency indicated that the program had started too late for them to participate.

TABLE 5

AGENCIES FROM WHICH CLIENTS WERE REFERRED AND TO
WHICH CLIENTS WERE REFERRED

Center		Agencies to Which Clients were Referred	Number Referrals	Agencies from Which Referrals Received	Number Referrals
Bronx	- Day	BCG, Neighborhood Medi- cal Care Demonstration, DVR, Montefiore Hospi- tal, Bureau of CRM	44	NMCD, Archdiocese of N.Y., Community Ser- vice Bureau, Jewish Fam- ily, BCG, and counselors	32
	- Eve.	New York State Employ- ment Service	1	-	-
Manhattan	- Day	DVR, NYSES, Neighborhood Youth Corps	75	BCG, CRM, CTC	18
	- Eve.	DVR, NYSES, Neighborhood Youth Corps	11	Board of Education	15
Richmond	- Day	"Y" organizations, "cul- tural" organizations	18	-	-
Brooklyn	- Day	DVR, NYSES, Neighborhood Youth Corps	42	-	-
	- Eve.	DVR, NYSES, Neighborhood Youth Corps	8	-	-
Queens	- Day	DVR, "cultural" organi- zations	3	-	-
	- Eve.	BCG, L.I. Jewish Hospital, AHRC, Queens Mental Health Clinic, DVR, "cultural" organizations	10	Association for the Help of Retarded Children	1
Totals			212		66

Staff Responsibilities

The counselors defined their job responsibilities as counseling and referral services. The areas in which counseling took place and the centers which operated in these areas are presented in the table below.

TABLE 6
TYPE OF SERVICE OFFERED BY EACH CENTER

Borough	Center	Educa- tional	Voca- tional	Behav- ioral	Emo- tional	Social	Other
Manhattan	Day	X	X				
	Eve.	X	X	X	X	X	reevaluations
Brooklyn	Day	X	X				placement
	Eve.	X	X	X		X	
Bronx	Day	X	X	X	X	X	school adjust- ment, summer programming
	Eve.	X	X	X	X	X	parent problem
Queens	Day	X	X	a	a	X	physical
	Eve.	X	X				
Richmond	Day	X	X	X	X	X	

^aBehavioral and emotional guidance included but not specifically.

Clearly, the emphasis was on educational and vocational guidance, with social and psychologically oriented counseling playing lesser roles.

Information derived from one instrument used in this evaluation indicated that, in general, benefits were derived mostly from the

educational and vocational counseling which provided preparation for vocational training and placement. The program provided a place for the children to talk freely and gave them a chance to relate to someone who cared for them and showed an interest in their welfare.

There was some difference of opinion among the consultants as to the nature of the service offered by the centers. One consultant observed that each center visited seemed to serve as a referral center only, providing information to parents who came, but not as a guidance center as it is understood in the guidance and counseling profession. However, another consultant observed that one center had a definite goal of vocational counseling, and the staff was well prepared to follow this bent, and knew its agencies well. Interestingly, the staff of this particular center indicated that they felt their main function was to make parents aware of the agencies available to them.

The consultants did agree that the objectives of the program with respect to counseling appear to have been interpreted differently by each counselor, in large part based on the clientele coming to the centers. One counselor indicated that the service was primarily to be used to follow up the 16 to 21 age group, since parents of the younger children did not go to that Center. Another counselor, who dealt primarily with parents of school age children, rather than older children or young adults, interpreted the programs as being primarily for school age children.

Observations by consultants indicated that the quality of the services offered by the center was also, in part, determined by the qualifications of the staff operating the center. For example, at one center the counselor had a great deal of previous experience in dealing with CRMD children

and their parents. This center was considered successful in helping the clients. Another center was staffed by three counselors, none of whom had had any direct extensive experience with the retarded, or any specific training in the field of retardation. The members of this group were considered by the consultant to have had only a surface knowledge of retardation, and consequently, he felt their inadequate grasp of the problem of retardation prevented them from being secure in their relations with the parents. Generally, those counselors who had taught the retarded or had had extensive guidance experience with them were thought, upon observation, to be the more effective counselors.

The counselors used two basic diagnostic methods: the interview and observation. All of the centers used the interview; one-half utilized observation in addition. At four centers the counseling took place individually with parents. At two centers counseling took place in groups.

Observers noted that the counseling was often better where there was continuity between the summer counseling program and the counseling program provided during the school year. This situation existed at centers where counselors, having worked during the year in the schools where the centers were located, were familiar with the records and general background of their clients, and could effectively utilize the agencies available in the community. Moreover, these counselors were in an excellent position to follow up summer clients during the year and to pick up year-round clients during the summer. Both consultants and counselors felt that this ability to follow up clients and provide year-round continuity, when combined with the direct service to parents and pupils, provided a major strength of the program in these centers.

Where this continuity was lacking, consultants felt that counseling sessions were often conducted in a virtual vacuum. They observed that the counselors, in these instances, generally knew nothing of the parents or pupils except that retardation was a problem to the family. The counselors had no information about plans the school had for the pupils, except what the parents told them. These counselors had explained that their main function was to make parents aware of agencies, help them to understand retardation and give them an opportunity to express their feelings. The consultants felt further that guidance, as a service, is weak unless supported by testing and comprehensive remedial services, which were not a part of this program.

Consultants indicated that there was considerable evidence of inadequate early planning. The methods of seeking information appeared, in many situations, to be less than systematic and to have evolved on the basis of the counselors' personal contacts. No specific arrangements had been planned for a follow up of clients seen. At a number of centers, a copy was kept of each interview so that a summary could be made and forwarded to the guidance counselor in the school the pupil was to attend during the fall term. At one center, counselors planned to follow up clients in their own schools.

One consultant felt that personnel received an unbalanced workload, with three counselors in one center supporting a lower level of activity than that at another center operated by one counselor. In some cases, counselors who had been transferred from center to center were uninformed about resources and services available or unavailable to clients. For example, some clients were referred to the Occupational

Training Center which, in fact, was closed during the summer.

Asked to evaluate the program, two-thirds (65 per cent) of the counselors felt that the program was worthwhile, while the other third believed it had not reached enough parents and that it had not been sufficiently publicized.

Interviews with counselors showed that some felt they were being subjected to pressure to produce large numbers which, they felt, was contradictory to the program's purpose. They felt that good counseling required longer sessions than an increasingly larger clientele would permit. One of the evaluators reported his belief that much of the activity was initiated by individual centers or counselors in response to supervisory pressure for numbers and visible action.

The counselors felt that a major weakness of the program was the lack of publicity and planning. They felt that the program began too late, and that, because many referral facilities were closed during the summer, many possible avenues of activity were blocked to the clients.

Ratings of the quality of pupil participation in the counseling sessions were provided by the consultants for 328 pupils. Of these, 20 per cent were rated "poor" in participation, 40 per cent were rated "fair," and 40 per cent were rated "good."

Trips

Originally counselors were supposed to have organized trips and activities, but it had not proved to be feasible in terms of the limited time the counselors had in which to see clients. Some trips were organized, and some pupils were referred to agencies which sponsored recreational and educational trips. One consultant accompanied a group, in-

cluding twenty pupils, which the Richmond Center sent on a train trip across Staten Island. The intended purposes of the trip were: to acquaint the pupils with the S.I. transportation facilities, help the pupils learn to read maps, give them experience with community facilities, and reward them for their participation in the summer program. The consultant felt that the trip was beneficial to the younger children, but that the older ones gained little, having previously travelled on the same train.

Parental Reaction

On the whole, the parents' reaction to the guidance program was positive. Most of the parents interviewed said they heard about the Summer Guidance Program through a letter sent out by the Board of Education. The parents said they benefited from the program through receiving information about agencies available to them and their children. They claimed the program was helpful to them in that it provided them with an opportunity to talk to an interested and trained individual as well as other parents with similar problems. They also cited specific benefits. For example, one parent, as a result of the program, arranged for an appointment at Flower Fifth Avenue Clinic for a complete evaluation checkup for her child. According to consultants, the major feature of this part of the program was that parents were able to receive information previously unknown to them. The consultants also reported, however, that many parents were not made aware of the program early enough to avail themselves of the services and thus, follow up activities were inadequate.

The major reasons offered by parents for coming to the guidance centers were: (1) to have questions about CRMD classes answered; (2) for

resolving personal adjustment problems; (3) remedial assistance; (4) employment advice; (5) availability of recreational facilities; and (6) for information concerning institutional placement.

For the most part, parents received individual interviews with counselors. At these counseling sessions, referrals were made to places such as health clinics, community agencies, and recreational programs.

Parents felt that the program helped to establish some communication between the parents and the Board of Education. In addition, it gave the parents an opportunity to discuss their views about retardation, and it highlighted the need of parents for information regarding CRMD classes and types of classes available to the retardate. Parents were able to discuss their children's weaknesses and strengths and form realistic goals for their children's futures.

Although parent workshops were considered by consultants to be an important facet of any guidance program for CRMD pupils, no plans had been made prior to the program to organize a schedule of workshops for the centers during the six weeks of operation. As a result, the 25 workshops that were conducted were organized on the initiative of individual counselors. At one of the workshops, there were nine parents present; at another, twelve; and at a third, twenty-one parents participated. On the whole, most of the workshops were comprised of the female members of the household. According to consultants who observed, some of the workshops were successful when they were announced in advance and parents received invitations. In some instances the workshop provided a way for a parent apparently not ready to become involved in individual counseling to meet the counselor in a group situation. Requests for individual appointments often followed.

CHAPTER 4

EVALUATIVE DISCUSSION AND RECOMMENDATIONS

Evaluative Discussion

The Summer Guidance Centers for mentally retarded children and youth had several clearly positive achievements. The program provided a place for parents of retarded children to talk with counselors who were sympathetic and understanding. Through vocational and educational counseling, and to a lesser extent, behavioral and social counseling, the counselors assisted many mentally retarded children who otherwise would have had no easy access to help during the summer. In many cases, by making a necessary referral, the counselors had an immediate effect in terms of giving relief and hope to the parents and their children. In other instances, the parents simply discussed their children's problems with the counselors and received intelligent advice and suggestions. That many parents availed themselves of the opportunity to discuss their children's problems and gained insight into the problems of mental retardation was one of the program's major contributions and justified its existence.

The program was also successful in reaching many families who could not otherwise afford professional assistance. Although a large number were served, all involved in the program and this evaluation agreed that many more clients should have been reached. The major reason for the disappointingly low number of clients served was the late date at which the program could be announced and the publicity campaign, which one consultant summed up as "too little too late." Obviously any publicity would have been more effective had there been more than 2 weeks time between the confirmation date and the start of the program. Since an official

announcement was not released until confirmation of the allocation of funds for the program, the advertising campaign began late. However, in spite of the initial delay, we believe the evidence shows that more intensive immediate publicity would have been successful. For example, as a result of the direct mailing to parents of 5,2000 CRMD children in late July, the number of contacts made during the week following the mailing increased 42 per cent over the figure for the previous week. If this mailing had occurred at the beginning of the program, probably more people would have been served. In addition, a greater number of clients could have met with the counselors more than once, and thus would have benefited from a more complete analysis of their problems.

The parochial schools were closed for the summer when announcements of the programs were sent out. The parochial school children who were served were recruited as a result of the direct mailings and public notices. The delay in announcing the program may have been a contributing factor in the low representation of parochial school children.

With few exceptions, the guidance centers were well located and generally suited for the purposes of counseling families living in priority areas. The counselors made a worthwhile attempt to motivate attendance by clients who lived some distance from the center by offering free subway tokens.

The quality and type of counseling varied with the center, according to the background and experience of the counselors and the needs of the clients. Counselors with extensive experience working with CRMD's, either through vocational or educational counseling or teaching, were more effective than those who were less familiar with mental retardation.

Also, at centers where the counselors were familiar with the records of the children and families in the community, the quality of counseling was better. The quality of counseling suffered somewhat at centers where counselors were expected to do vocational counseling, pre-placement counseling, or place clients in part-time or full-time work.

Since vocational counseling was considered to be an important function of the program, a larger proportion of counselors fully trained in the area should have been recruited. The quality of the services provided by the program would have been improved if each center had had a staff balanced between general and vocational counselors. These weaknesses were not common throughout the program, but were pervasive enough to merit mention here. Indeed, some counselors were extremely skilled and experienced, and rendered a significant service to clients.

Although no concrete plans had been made originally to conduct parent workshops, many counselors were quick to realize the potential impact that group discussions would have on the parents. The workshops proved successful and, as a result, the parents gained knowledge and understanding of their children.

An attempt was made to recruit counselors who were indigenous to the district in which the center was located. However, most of the counselors were not the same counselors who worked in these centers during the regular school year. While the recruiting problem was traceable to the time restrictions which existed, it is obvious that the program would have been more effective had more of the counselors been familiar with the problems of the clients they served. In this same area of selection, we noted earlier the consultants' concern that insufficient attention was paid to selecting counselors with the drive and initiative

a summer program almost inevitably requires.

A particular area of concern in the program involved inadequacies of communication and orientation. Differences noted earlier as to who was responsible for recruiting clients might have been avoided had there been more effective orientation at which the objectives of the program could have been delineated, and the functions and goals of the counselors clearly defined. Communication and coordination were also lacking among the various centers and between the day and evening sessions at each center. The effectiveness of the counseling would have undoubtedly been enhanced had the counselors had the opportunity to meet periodically and share experiences and discuss methods on how best to help clients. This would have been especially helpful to those counselors with limited training and experience in counseling the mentally retarded.

The work load imbalance was also a problem, for as has been pointed out previously, three counselors at one center supported a lower level of activity than that at another center operated by a single counselor. When a counselor was transferred to a more active center, he was often faced with the dilemma of being unacquainted with the agencies in the new community, once again pointing to the need for more adequate orientation and communication.

A problem for the program, although one over which it had no control, is the fact that soliciting the services of agencies during the summer months was difficult because many agencies were closed or operated with a skeleton staff and were not available to clients on a large scale. Many counselors are to be commended for their skill in helping clients by referring them to a proper agency which was available. In one instance, for example, where the guidance counselor was also a consultant for one

of the boroughs, this counselor provided the center with a list of community resources available in the summer. Had this problem been anticipated, all of the centers would have had an up-to-date list of community resources and agencies actually available during the summer months.

An important objective of the program had been to provide some continuity of service for mentally retarded children during the summer months. Yet, by the end of the program, we found no general arrangements had been made for subsequent followup of clients seen during the summer. At one center, a copy was made of each interview and preserved so that a summary could be made and forwarded to the guidance counselor in the school the child was to attend for the fall term. In another center, the counselors had not planned this, although they readily agreed that it was a good idea when it was suggested to them. Despite these problems, we conclude that this first summer program of guidance clinics for the mentally retarded accomplished much productive direct service to parents and children. Moreover, lines of communication have been opened between various agencies and schools, and between the Board of Education and the community. The full impact of this achievement may not be felt until the regular school year and in future summer programs, when, hopefully, a broader range of agencies will institute comparable summer programs, enabling referrals to be made with less difficulty and increased efficiency.

APPENDIX B

B1

Code

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Center for Urban Education

Summer Program for Day and Evening Guidance
Centers for Mentally Retarded Children and Youth

Consultant's Questionnaire on
Guidance Centers--Project 8

Center _____ Day _____ Eve. _____ Date _____ Consultant _____

No. of children enrolled _____ No. of counselors _____

Directions: This questionnaire is divided into two parts. The first part consists of a number of multiple-choice answer type items. Circle the letter preceding the answer of your choice. The second part consists of open-ended type questions which you will answer in your own words.

I.

1. In what areas did the guidance counselors assist the pupils (circle more than one if necessary)?

- a. Educational
- b. Vocational
- c. Behavioral
- d. Emotional
- e. Social
- f. Other (specify)

2. What diagnostic methods are used by the guidance counselors (circle more than one if necessary) ?

- a. Interviewing
- b. Testing
- c. Observation
- d. Other (specify)

3. Did the counseling take place:

- a. Individually
- b. In groups
- c. Individually and with parents
- d. Other (specify)

4. How would you rate the over-all participation of the parents in the counseling sessions?

- a. poor
- b. fair
- c. good

5. How would you rate the over-all participation of the pupils in the counseling sessions?

- a. poor
- b. fair
- c. good

Explain

6. Generally speaking, how were the counseling sessions organized?

- a. poor
- b. fair
- c. good

Explain

7. How would you rate the parent's attitude toward the program as a whole?

- a. Negative
- b. Neutral
- c. Positive

Explain

8. How would you rate the pupil's attitude toward the program as a whole?

- a. Negative
- b. Neutral
- c. Positive

Explain

9. In your opinion, how would you rate the center in terms of the accessibility of its location?

- a. Not accessible
- b. Moderately accessible
- c. Very accessible

10. How would you rate the appropriateness of the guidance counseling to the pupils' problems?

- a. Not appropriate
- b. Moderately appropriate
- c. Very appropriate

II.

11. Is the guidance realistic in terms of the pupils' potential abilities?

Explain

12. What methods do the counselors use in dealing with the clients?

13. How does the center help the following types of children:

a. pre-school:

b. In-school:

c. Out-of-school:

14. How does the center service employed and unemployed youth?

employed youth

unemployed youth

15. What kind of supportive services are provided for employed young adults?

16. In what ways do these services help the clients in their initial adjustment to the world of work?
17. What services are provided for mentally retarded, unemployed, out-of-school youth?
18. In what other specific ways do the counselors help parents and their children?
19. Is the program availing itself of all possible agencies? Which agencies and how?
20. How does the NY State Employment Agency differ from the agencies for retarded children in the kind of services it provides?
21. What kind of follow-up services are provided for a client once he becomes employed?

Code _____
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Center for Urban Education

Summer Program for Day and Evening Guidance
Centers for Mentally Retarded Children and Youth

Questionnaire for Guidance Counselors

Center _____ Day _____ Eve. _____ Date _____

Name _____

Directions: Please answer all of the following questions. We are particularly interested in your opinions of the program and your general response, either positive or negative, to the program as a whole. Your name and all of your responses will be held strictly confidential.

What licenses do you hold

Undergraduate major:

Graduate major:

Job experience:

1. Please describe your job responsibilities.
2. What were your original expectations of the guidance program.
3. To what extent have these expectations been realized?
4. How do you feel about the program now?
5. What, in your opinion, are the major strengths of the program?

6. What, in your opinion, are the major weaknesses of the program?

7. If you had the opportunity to plan another guidance program for the next summer, what recommendations would you make? (What would you add or delete from the present program?)

8. How do you differentiate your services between the following types of youngsters?
 - a. employed

 - b. unemployed

 - c. pre-school

 - d. in-school

 - e. out-of-school

9. In what ways have the children benefited from your services?

10. In what ways have the parents benefited from your service?

11. What is your system of referrals, and how are clients referred to you?

Note: On original questionnaire, questions calling for extended comments allowed considerably more space than is shown here.

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Center for Urban Education

Summer Program for Day and Evening Guidance
Centers for Mentally Retarded Children and Youth

Parents' Questionnaire

Center _____ Day _____ Eve. _____ Date _____

Name _____

Directions: Please answer the following questions as best as you can. We are particularly interested in your opinions, attitudes, and criticisms of the summer guidance program. All information will be held as part of an evaluation of the program, and your answers will be held in strict confidence.

1. How did you hear about the program?
2. What were your original expectations of the program (What kind of help did you expect to get) ?
3. How did the program help you as a parent?
4. How did the program help your child?
5. What did you not get from the program that you thought you should have gotten?

Code _____
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Center for Urban Education

Summer Program for Day and Evening Guidance
Centers for Mentally Retarded Children and Youth

Trip Questionnaire-Project 8

Center _____
Duration of Trip _____ hours
Date _____
Place of Trip _____
_____Date _____
Interviewer _____

Attendance _____ Counselors _____ # of children _____ # of parents _____

DIRECTIONS: We are interested in the purposefulness and appropriateness of the trips, as well as the response of the children to them. For purposes of answering the following questions, you might find it necessary to interview the counselors and the people who planned the trip.

1. What is the stated purpose of the trip? (Ask the counselors).

2. How would you rate the trip's relatedness to the children's needs.
- a. Poorly related
 - b. Moderately related
 - c. Well related

Explain

3. How would you rate the appropriateness of the trip to the children's potential?
- a. Inappropriate
 - b. Moderately appropriate
 - c. Very appropriate

Explain

4. Describe the children's behavior and response to the trip.
5. How was the trip planned? (By whom, and why? When was it planned?)
6. What did the children learn from the trip?
7. Have the purposes of the trip become realized? Explain.
8. Was there any follow-up to the trip, discussion etc.?
9. What happens on the trip? Do the counselors make it clear to the students what they are doing and why?

APPENDIX C

Staff List

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CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATIONS

S U M M A R Y R E P O R T

Date: November 1967

Project: Day and Evening Guidance Centers for Mentally
 Retarded Children and Youth - Summer 1967

Evaluation Directors: David J. Fox and Nicholas Gavales

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DAY AND EVENING GUIDANCE CENTERS FOR
MENTALLY RETARDED CHILDREN AND YOUTH - SUMMER 1967

The Program

The six-week program of day and evening guidance centers was designed to provide counseling services for mentally retarded children and their parents in public and nonpublic schools. Although these children and parents were offered guidance help during the regular school term, this was the first time they had a chance to avail themselves of a continuous guidance program throughout the year. The services were also to be available to unemployed, out-of-school youth up to and including the age of 21, and to mentally retarded children who had had no previous individual guidance. The program was instituted at five centers selected on the basis of accessibility, in disadvantaged areas within each of the boroughs. Each center was to be staffed four and a half hours during the day and three hours each evening by two counselors; however, modifications in staffing and hours were made in accordance with community needs and demands. The program actually employed 18 counselors. All but one were licensed counselors, and 50 per cent had had prior experience with CRMD pupils.

Evaluation Procedures

Three consultant-observers were used in this evaluation. Two were faculty members of local colleges, with long experience in preparing teachers and programs in the area of mental retardation, and the third had comparable experience in guidance and counseling. Data was collected through observations, interviews, and questionnaires. The instruments used were:

(1) Interview Guide for Guidance Counselors; (2) Consultant's Questionnaire on Guidance Centers; (3) Interview Guide for Parents; and (4) Trip Questionnaire.

Evaluation Objectives and Findings

1. To determine the extent and effectiveness of information, counseling and referral services to parents of mentally retarded youth below the age of 21.

A major objective of the program was working with the parents and teaching them how to cope with and understand mental retardation. A total of 656 parents were interviewed by counselors; however, the nature of the services offered varied with each center. The observers found that some centers offered referrals only, while others served as full guidance centers with provision for vocational and educational counseling. Although no plans had been made prior to the program for parent workshops, 25 successful workshops were organized on the initiative of individual counselors.

2. To determine the extent and effectiveness of services for preschool, in-school, and out-of-school retardates.

The total number of children served during the program was 563. Of these, 7 per cent were preschool children; 74 per cent were in-school children; and 19 per cent were out-of-school clients. Observers found that the effectiveness of services was in part determined by the qualifications of the staff operating each center, and therefore varied among the centers. Generally, the more experienced counselors were judged, upon observation, to be the more effective. Services were better where there was continuity between the summer counseling program and the counseling program provided during the school year. Although continuity of service was an important objective of the program, no general arrangements were planned for subsequent followup of clients seen during the summer.

3. To determine the number of children and employable retarded youth referred to agencies and/or potential employers and which supportive services were provided for those placed.

There were 212 referrals to agencies reported by all of the guidance

centers during the summer. Soliciting the services of agencies during the summer months was difficult because many agencies were closed or operated with a skeleton staff and were not available to clients on a large scale. In spite of this, 50 per cent of the counselors of in-school children made referrals to private and community agencies, and 30 per cent of the counselors of out-of-school employed clients made referrals to retraining centers and placement in new jobs. Fifty per cent of the unemployed, out-of-school clients were referred to employment and training agencies.

4. To determine the extent of use of community resources.

Originally, counselors were supposed to have organized trips, but this plan was not always feasible in terms of the limited time the counselors had in which to see clients. A few trips were organized, and, in other instances, pupils were referred to agencies which sponsored recreational and educational trips.

5. To describe and evaluate the organization of the program including publicity, the staff and the counseling.

Because of late allocation of funds, leaving only two weeks' time between the confirmation date and the start of the program, the publicity campaign began late and proved ineffective. One consultant summed up the campaign as "too little too late".

Inadequate early planning was another major weakness of the program. Communication and coordination were lacking among the various centers, resulting in variations in the quality and type of counseling offered in each center, according to the background and experience of the counselors.

Although the criteria for selecting the counselors was, for the most part, considered adequate by the consultants, one observer felt that many of the counselors in the program appeared to be performing functions in

vocational counseling for which they had neither the training nor experience. Since vocational counseling was considered to be an important function of the program, the consultants recommended recruiting a larger proportion of fully trained vocational counselors rather than general counselors.

6. To report attitudes and reactions to the program of counselors and parents.

In evaluating the program, two-thirds (65 per cent) of the counselors felt that the program was worthwhile, while the other third believed it had not reached enough parents and that it had not been sufficiently publicized. They felt that good counseling required longer sessions than an increasingly larger clientele would permit.

Parents' reaction to the program was positive. They said they benefited from the program through receiving information about agencies available to them and their children, and through the opportunity to talk to an interested and trained individual as well as other parents with similar problems.

Conclusion

Despite the problems stemming from poor publicity, inadequate planning and communication, this summer program provided much productive direct service to parents and children through vocational and educational counseling as well as through its referral services. One of the program's major contributions was the opportunity it provided for parents to discuss their children, to gain insight into the problems of mental retardation, and to receive information about available services.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

SUMMER PROGRAM FOR THE EDUCATIONAL
SUPPORT OF HEARING-IMPAIRED AND
LANGUAGE-IMPAIRED CHILDREN

By David J. Fox, Fred Wright, and Leo Goldstein
November 1967

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SUMMER PROGRAM FOR THE EDUCATIONAL SUPPORT OF
HEARING-IMPAIRED AND LANGUAGE-IMPAIRED CHILDREN

David J. Fox, Fred Wright and Leo Goldstein

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

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INTRODUCTION

The New York City Board of Education's summer program for the educational support of hearing-impaired and language-impaired children consisted of three independent offerings: one program for deaf infants, another for deaf students entering or returning to regular high schools, and a third for deaf, hard of hearing and language-impaired pupils enrolled in regular public and nonpublic elementary and junior high schools. The administrative and service staff was the same for all three programs. It consisted of a Coordinator, an Assistant Coordinator, an Administrative Assistant, a Guidance Counselor, an Audiologist, a Psychologist, a Reading Teacher, an Art Assistant, two School Aides, four Educational Assistants, and two Secretaries.

Because of the tripartite nature of this summer program, each section was evaluated and will be reported separately. This will enable the reader to view each sub-program as an independent study as, in reality, it was.

CHAPTER I

EVALUATION OF THE 1967 SUMMER PROGRAM FOR DEAF INFANTS

Description of the Project

The summer program for the educational support of deaf infants was instituted at the request of the League of Parents of Deaf Infants. It had asked that the infant auditory training by licensed teachers of the deaf at hearing centers during the school year be extended for six weeks into the summer. Among the reasons for this request were: the rubella epidemics of 1964 and 1965 which had brought increased numbers of deaf infants to the clinics, not all of whom had received the full series of sessions desired because of the limited services available; deaf infants scheduled for nursery school attendance in September 1967 who had not taken part in the program because of late registration at a hearing clinic; and children who had not been completely evaluated by hospital personnel because of time limit and shortage of personnel, making definite referrals for further training impossible as of June 1967.

The major objectives of the training program instituted at P.S. 158 in Manhattan were to develop residual hearing as well as to implement auditory and language training at the normal physiological age of language and speech development. During the regular school year, P.S. 158 services deaf infants as well as hard of hearing and language impaired children.

The evaluation objectives were: 1) to assess the effectiveness of auditory training given to deaf infants, 2) to assess the reactions

of teachers to those aspects of the program in which they were involved and, 3) to assess pupil attendance.

Description of the Population

The children enrolled in the program were 38 preschoolers, ranging in age from two and a half to three years, all from disadvantaged, low income families. They were referred by hearing pathology therapists at various New York City ear clinics. Registration was also open to deaf infants and their parents from any one of the registered speech and hearing centers of the city. Efforts were specially made to recruit children likely to be accepted for nursery school attendance in September 1967.

Ninety per cent of the children in the program had been afflicted by the rubella epidemics of 1964 and 1965. The remainder were deaf from various other causes. Since rubella children have handicaps other than deafness due to this disease (e.g. orthopedic, visual and heart conditions) most of the children in this population had additional handicaps. However, none of these additional handicaps were considered to be serious.

Since all the children involved in this program had previously been registered at and were attending City clinics, they all had received standard clinic services in the past. All of the children in this program came from disadvantaged, low income families and were referred from New York City hospital clinics whose services are typically for low income families.

Procedure

A. School Procedures

There was a temporary transfer of infant training services from the city clinics to P.S. 158 Manhattan. However, the children's records and the customary medical services continued to be handled at the hearing center where they registered originally.

The services and curriculum at P.S. 158 consisted of: diagnostic evaluation by consultants on otology, pediatrics, audiology, psychology, and speech pathology; auditory training on an individual basis; instruction on the use of hearing aids at home and at the center; directed play activities to promote language and speech development; selection of the child's personal hearing aids; and guidance and education of parents of children in the program.

Parents were given transportation costs for each visit. Each child attended one 40-minute session per week for six weeks on an individual or group basis. Parents stayed with the children while the instruction took place. At each session the therapist gave the parent verbal instructions on how to practice the exercises being taught at that session during the following week. The therapist regulated her instructions according to the parent's ability to absorb them. At the following session, the therapist would check with the parent to see if the exercises had been practiced during the week.

Two licensed teachers of the deaf conducted separate therapy sessions with the children. Both teachers were from the regular staff at P.S. 158 and had had prior experience working with deaf infants.

B. Evaluation Procedures

Two techniques were used to achieve the first evaluation objective of assessing the effectiveness of auditory training given to the deaf infants. First, two qualified consultants with professional experience in dealing with the problems of deaf children observed and evaluated the facilities, equipment and therapeutic techniques in use at P.S. 158 Manhattan. Each then submitted his findings in a separate report. Second, one observer also examined a number of the reports prepared by the teachers for return to the infant's local speech and hearing center at the end of the summer program.

A questionnaire was used to assess the reactions of teachers to those parts of the program in which they were involved. Their opinions and attitudes toward the program in general, as well as their recommendations for improvement of future programs of this kind, were requested.

To achieve our final objective of assessing pupil attendance, members of the evaluation staff examined the official records of attendance.

Findings

Observations by professional consultants showed that the therapists were well qualified and well prepared for each session. Adequate equipment and materials had been secured and the classroom was arranged in a manner conducive to effective learning. The screening and placement of children in the group sessions was also effectively done, according to the observers.

Each child was equipped with a binaural or monaural hearing aid. The effectiveness of this part of the program was hampered by the fact that the referring clinics sent no diagnostic reports and no hearing evaluation was made by an audiologist during the six week program. Nevertheless, one of the observers judged that the teachers did a fair job in fitting the aids since the children accepted wearing them. The parents were given information on the use and care of the hearing aids, and the importance of their child's wearing it at all times was stressed.

To stress the auditory approach rather than lipreading, the teachers sat next to the pupils during individual lessons. It was felt by the observers that an even more intensive auditory approach would have been valuable. Also, more advanced training would have been valuable for those children with a higher degree of skill. Similarly, although observers felt that parents gained in their ability to give their children experience in language, they felt that many of the parents could have benefited from more intensive instruction of this sort.

The observers felt that the ratio of two teachers for 35 families was inadequate for the age range of these children. They also pointed out that, considering the number of parents who had difficulty with English, more parental instruction could have been provided had there been a teacher or educational aide who could speak their language.

In sum, the observers found, despite the weaknesses noted, that this was generally a well run and efficient program. They concluded that the children seen would be able to make a satisfactory adjustment to a regular school setting due to the help given them in this summer

program.

The teachers prepared a final report on each child to be sent to the clinics and schools which the children will be attending in the fall. Included in the report was information about the child's abilities, needs and progress, the specific hearing aid the child was using, and the child's reaction to using it. In addition, most reports gave recommendations for future placement. The above information was considered helpful in presenting a clear picture of the child to future teachers and clinicians.

Information of the parent's ability to give her child language experiences and parent-child interaction was contained in a few reports. It was suggested by the examiner of these reports that, since this is valuable information, it should have been given in all reports.

A questionnaire submitted to the two therapists asked them to list the expectations they had for this program. They had three basic expectations: 1) to fit all the children with hearing aids on a loan basis for the duration of the program; 2) to be able to place some of the children in groups in preparation for nursery school in the fall; and 3) to be able to provide experiences for the children that would help acclimate them to a school setting. The therapists stated that all three expectations were fully realized.

The therapists considered the major strength of the program to be feasibility of group work. They felt the major weakness of the program was the lack of a social worker or psychologist to work on a group basis with the parents.

When asked to what extent they were able to provide direct therapy for each pupil's individual needs, the therapists indicated that individual direct therapy was provided for three-fourths of the children. The remainder received group therapy. Both therapists described parental cooperation as good and they stated that the children, especially those attending the group sessions, were quite enthusiastic about the program.

An assessment of pupil attendance for the entire summer program showed an overall attendance figure of 75 per cent.

Discussion

The observers' reports indicate that the major objectives of the short-term program for deaf infants were attained. This finding is also supported by the teachers' own reports. The outfitting of each child with an appropriate hearing aid was an integral feature of the program. The observers' recommendation for an improved teacher/pupil ratio is worthy of note, as well as the suggestion for the form and content of teachers' reports.

The therapists' indication that they were able to provide group therapy to a significant proportion (25 per cent) of this infant population, and that the children reacted enthusiastically to this type of therapy, points to an important feature of the program.

Finally, the fact that an overall attendance figure of 75 per cent was obtained under summer conditions is an indication that this program was considered worthwhile by the parents of the infants involved.

CHAPTER II

EVALUATION OF THE 1967 SUMMER PROGRAM FOR DEAF AND HARD-OF-HEARING STUDENTS ENTERING OR RETURNING TO REGULAR HIGH SCHOOLS

Description of Project

There is no special senior high school for the deaf in New York City and so deaf students on this educational level attend the City's regular high schools. The rigors of the senior high school program present a serious challenge to their powers of lipreading and speech and consequently to their learning skills. During the school year, the School for Hearing and Language-Impaired Children at P.S. 158 Manhattan provides resource teachers at six high schools to guide, direct, and assist deaf students. However, all the efforts of these special teachers and the deaf students themselves are directed towards immediate needs and daily requirements. There is insufficient time for supportive and remedial instruction, although there is a need for just such instruction. Thus in 1967 a summer program for educational support of deaf students entering or returning to regular high schools was designed to meet this need.

The first evaluation objective was to assess the effectiveness of assistance given to deaf and hard-of-hearing high school students entering tenth, eleventh and twelfth grades in meeting the demands of regular high school attendance. A second objective was to assess the effectiveness of intensive supportive instruction given to these students. The third objective was to assess the reactions of teachers to those aspects of the program in which they were involved, and the final objective was to assess pupil attendance.

Description of the Population

During the normal school year, approximately 90 deaf high school students work with six teachers of the deaf at six different public high schools in New York City. Additional hard-of-hearing students on the high school level are serviced by itinerant teachers of the hard-of-hearing. All these students were sent applications for this summer program via the high school teachers of the deaf or the itinerant teachers of the hard-of-hearing. The members of the graduating class at P.S. 47, School for the Deaf, were also sent applications. Thirty students applied and were registered, and 21 remained to finish the program. They ranged in age from 16 to 18.

Three classes took part in this program: 1) deaf students scheduled to enter regular senior high schools for the first time at the sophomore level (all of these pupils were June 1967 graduates of P.S. 47, School for the Deaf), 2) hard-of-hearing students who were returning to normal high school classes in September 1967, and 3) deaf students entering their junior or senior year in September 1967.

Prior services for these children were standard city clinic and private agency services, services of itinerant lipreading teachers and teachers of the deaf, and the services of P.S. 47 where all of these students are given annual hearing tests. The children in this program had no unusual additional handicaps.

Procedures

A. School Procedures

Three licensed teachers of the deaf conducted three separate daily classes, five days a week for six weeks, Monday through Friday,

from 9:00 A.M. to 2:30 P.M. The school day was divided into an academic part from 9:00 A.M. to 12:00 noon, followed by lunch from 12:00 to 12:50 P.M., and recreation from 1:00 to 2:30 P.M.

The administrative and service staff at P.S. 158 assisted and consulted with the three teachers. This staff consisted of a Coordinator an Assistant Coordinator, an Administrative Assistant, a Guidance Counselor, an Audiologist, a Psychologist, a Reading Teacher an Art Assistant, four Education Assistants, and two School Aides.

In the summer of 1966 when this program was first instituted, questionnaires were sent to the New York City teachers of the deaf asking them what they believed a summer program such as this should focus on. They concluded that study skills were most in need of remedial action. Therefore a curriculum covering this area was designed and used in the summer of 1966 and again in the summer program for 1967. This curriculum covered the following topics: how to outline material and take notes; how to use the dictionary; how to use a textbook; how to approach high school assignments and examinations; and work designed to develop vocabulary, mapwork and research skills. Finally, suggestions and guidance concepts were presented on how best to cope with learning situations and materials at the high school level.

B. Evaluation Procedures

To achieve our first objective of assessment the effectiveness of assistance given to deaf and hard-of-hearing high school students entering tenth, eleventh, and twelfth grades in meeting the demands of regular high school attendance, two observers with professional experience in the area of teaching the deaf visited the classes at P.S. 158,

evaluated the methods and curriculum being employed as well as the progress of the students, and submitted separate written reports presenting their findings. In addition, tapes of a sample of students speaking on randomly selected, individual topics were obtained at the end of the fifth week and listened to by secondary school educators who rated them as to whether or not the students met the language standards necessary for regular high school attendance.

To achieve the second evaluation objective of assessing the effectiveness of intensive supportive instruction given to these pupils, five-point rating scales measuring pupils' progress were obtained from the teachers, parents and students involved in this program. A general evaluation of the effectiveness of the program itself was also obtained from the parents.

To achieve next objective: assessing reactions of teachers to those aspects of the program in which they were involved, a questionnaire was given to them soliciting their opinions and attitudes toward the program in general as well as asking for their recommendations for improvement of future programs of this kind.

In order to achieve the final objective of assessing pupil attendance, members of the staff of the evaluating team examined the official records of attendance for the program at P.S. 158 Manhattan.

Findings

The reports of the educators of the deaf who observed this program are summarized below.

Two classes of deaf students and one class of hard-of-hearing students were enrolled in this program. The language and lipreading

levels of the hard-of-hearing pupils were relatively high according to the observers, and their speech was considered quite intelligible. The levels of work that the students were at and their language levels showed that they were capable of coping with a normal hearing high school program.

However, this same situation was not found to hold for the deaf students. The observers indicated that the language and reading levels of the deaf students were far below those of hearing children in regular high schools. Their speech was considered unintelligible and they showed little comprehension of the classroom activities and lessons.

In fact their language and general academic skills were seen to be so far below those of hearing high school children that it was felt the goal of trying to prepare these children for attendance in a regular high school was unrealistic and that in the future the secondary school project for the deaf should either be reconstituted to meet other goals or it should be discontinued.

These latter findings were corroborated by two secondary school educators who listened to taped speech samples of a number of students. They rated eleven students on a six-point scale ranging from "completely unintelligible" (0) to "completely intelligible" (5). Ratings for individual children by each of the judges are shown in Table I.

TABLE I

SPEECH INTELLIGIBILITY RATINGS BY TWO SECONDARY SCHOOL EDUCATORS OF A
SAMPLE OF HARD OF HEARING AND DEAF STUDENTS

<u>Hard of Hearing Children</u>	<u>Judge A's Rating</u>	<u>Judge B's Rating</u>
Pupil 1	2	3
2	0	2
3	4	5
4	2	2-3
5	3	4
6	3	3

<u>Deaf Children</u>		
Pupil 1	0	0
2	0	0
3	0	0-1
4	0	0
5	0	0

All the hard-of-hearing children were considered by at least one judge to speak with some degree of intelligibility. Only one of the deaf children was judged to have speech better than "completely unintelligible;" and this barely so, by only one judge. Based on the sample, the program would be judged moderately effective with hard-of-hearing children, but not with deaf children.

A rating of pupil progress was also obtained from teachers, parents and students on each of five skills especially relevant for the deaf and the hard-of-hearing: lipreading, audition, speech, word comprehension,

sion and word recognition. A five-point rating scale ranging from "no improvement" through "average improvement" to "outstanding improvement" was used for these measurements. Table II summarizes this data.

TABLE II
INDIVIDUAL RATINGS OF PUPIL PROGRESS ON FIVE SKILLS
BY TEACHERS, PARENTS AND PUPILS

Skill	Scale	Teacher	Parent	Pupil
Lipreading	no improvement	0	3	5
	a little improvement	0	4	4
	average improvement	4	1	1
	good improvement	9	0	0
	outstanding improvement	4	0	0
Audition	no improvement	0	4	5
	a little improvement	0	2	3
	average improvement	5	2	2
	good improvement	7	0	0
	outstanding improvement	5	0	0
Speech	no improvement	0	3	5
	a little improvement	0	3	1
	average improvement	3	1 ^a	1
	good improvement	10	1 ^a	2
	outstanding improvement	4	0	1
Word Compre- hension	no improvement	0	3	2
	a little improvement	0	2	4
	average improvement	1	2	1
	good improvement	11	1 ^a	1
	outstanding improvement	5	0	2
Word Recog- nition ^b	no improvement	0	3	4
	a little improvement	0	3	5
	average improvement	1	1	0
	good improvement	10	0	0
	outstanding improvement	6	0	1

a These ratings were provided by the same parent.

b One parent omitted rating his child on this skill.

Of the seventeen pupils evaluated by the high school teachers in the program, none was rated as having made less than "average" improvement, with the modal (most frequent) rating at the "good" improvement level for every one of the five skills. In contradiction to this, of the eight parents who evaluated their childrens' improvement on these five skills only one indicated that his child had made better than "average" improvement and he indicated this for only two of the five skills. The majority of the ten pupils responding generally rated their own progress as the parents did. There was, however, a tendency on the part of the pupils to see more than average improvement on some skills in speech and word comprehension. However, even for these skills, the distribution of pupil ratings was closer to that of the parents than the teachers.

Parents were also asked what their original expectations of the program had been. Six expectations were cited in response to this item. Those most frequently mentioned were: help in reading, improvement in speech, and preparation for the new grade level. Six of the seven parents responding to this item said some or most of their expectations had been realized.

Three of the parents said they now knew "a little" more about their children's hearing and/or language impairment, while four said there was "no change" in the amount of knowledge they had as the result of the program. Two parents felt they could give "much more help" to their children as a result of this program. Three parents felt that they could give "a little" more help, while two indicated that there

was "no change" whatsoever in the amount of help they could give.

Six parents indicated they would like their children to return to the program next summer. Only one rated the school work as "hard," while seven rated it as either "average" or "easy."

The pupils also were asked if they would like to come back to this program next summer; seven replied "no," while three said "yes." When asked how they found their schoolwork, three replied that it was "hard," while seven described it either as "average" or "easy."

A questionnaire was also sent to the teachers of this program soliciting their opinions and attitudes. All three classroom teachers as well as the art and remedial reading teachers responded. When asked what their major expectations for this program had been, they mentioned: 1) improving lip-reading abilities; 2) to be able to give remedial help in academic areas; 3) to be able to work on each child's recognized problems; and 4) improving speech. The teachers indicated that all of their expectations had been fully realized.

When asked what they believed the major strengths of the program were, four teachers cited small classes and the opportunity to give individual attention. Other strengths mentioned were: a well planned and well balanced program; experienced, competent personnel; a flexible program; availability of psychological and guidance services; an opportunity to give remedial help in areas where needed.

Four of the five teachers responding stated there were no major weaknesses in the program. One considered the afternoon recreation program inadequate for high school students.

The teachers were also asked to what extent they were able to

provide direct therapy. They all responded that all the children received direct therapy to a large extent.

When asked about parental cooperation, four out of the five responding teachers rated it as excellent, while the fifth rated it as good. Similarly when questioned about the student reaction to the program, three teachers rated it as excellent, while the remaining two said it was good. Reasons given were: well motivated students, opportunity for individualized attention, availability of recreational activities, opportunity to associate with children with similar handicaps, feelings of success, and opportunity for oral and written expression.

The teachers also indicated that most or all of the diagnoses and evaluations of learning needs of these children which they had received were accurate.

An assessment of pupil attendance for the whole summer program showed an overall attendance figure of 76 per cent.

Discussion

In spite of the claimed need for a program of the sort discussed in this report, it would seem advisable on the basis of observers' reports and ratings that there be some additional hard thinking done about the feasibility of such a short-term effort. The reports are not wholly condemnatory; they show that the job done for the hard-of-hearing student was a success. These students were judged to be capable of surviving in a normal hearing high school program.

Such, however, would not seem to be the case for the deaf students. None were judged capable of dealing with the multitude of problems

which prevail in an educational setting which is not specially adapted for the non-hearing student. Realization of such difficulties is perhaps reflected in the high proportion of children who indicated a lack of desire to participate in a program of this nature next summer.

Also noteworthy was the discrepancy about ratings of improvement between teachers on the one hand and parents and pupils on the other. Teachers tended to see large improvements, whereas parents and pupils tended more often to see average or a little improvement. Discrepancies of this sort can only be explained by conjecture. However, it is clear that all parties involved indicated that students had progressed. The disagreement between parties refers only to the extent of progress.

Teachers were quite positive about the whole program, and had little to criticize about it. Small classes and the opportunity to give individual attention to pupils were noted by almost all teachers involved as an outstanding feature of the program.

CHAPTER III

EVALUATION OF THE 1967 SUMMER PROGRAM FOR HARD-OF-HEARING AND LANGUAGE-IMPAIRED PUPILS ENROLLED IN REGULAR PUBLIC, PRIVATE OR PAROCHIAL ELEMENTARY AND JUNIOR HIGH SCHOOLS

Description of the Project

During the regular school year, itinerant services of teachers of the hearing impaired are available to hard-of-hearing and language-impaired children in public schools. However, not all children in need of such instruction are able to be served. It was felt that a substantial number of those who do not receive assistance would benefit from an intensive summer program of special supplementary instruction. Training of this sort (with associated enrichment) was instituted at P.S. 158 Manhattan, School for Hearing and Language Impaired Children, for the summer period of 7/5 - 8/11, 1967. It was anticipated that once the children returned to their regular school surroundings they would be better able to handle their academic programs.

The objectives of the evaluation of the program were to assess the effectiveness of intensive supportive instruction given to these children, to assess reactions of supervisors and teachers to those aspects of the program in which they were involved; to assess the accuracy of diagnoses and evaluations of the learning needs of the children in the program, and to assess pupil attendance.

Description of the Population

During the regular school year approximately 800 hard-of-hearing children attend special auditory training classes in elementary, junior and senior high schools in New York City. This estimate includes

nonpublic as well as public school children. Fifteen itinerant teachers from P.S. 158 Manhattan meet with these students on a one hour per week basis at various public schools throughout the city to give supportive instruction. These teachers distributed applications for the summer program to those elementary and junior high school children who had a hearing loss of 50 decibels or more. The intent was to enroll the 90 children with the most severe degree of hearing loss. However, only one-third of these children applied. All who applied were accepted. The rest of the students in the population came from children who had hearing losses less than 50 decibels. Ninety-six students were registered at the start of the program. As the term progressed 24 students dropped out for various reasons. However, these students were replaced by students on a waiting list, thus producing an end of the term working register of 93 students.

Five of the children in the population came from nonpublic schools; the remainder from N.Y.C. public schools. The grade range of the group was one through nine and the age range was seven through sixteen years. Prior services for these children were standard city clinic and private agency services, services of itinerant lipreading teachers, and the services given at P.S. 47, the School for the Deaf, where all of these children receive annual hearing tests. The children in this program had no unusual additional handicaps.

Procedure

A. School Procedure

Fifteen licensed teachers of the deaf conducted the same number of separate daily classes. The number of students per class ranged from two to eight. Classes met five days a week for six weeks, from 8:30 A.M. to 2:30 P.M. The school day was divided in the following manner: an academic session from 8:30 A.M. to 12:00 noon, lunch from 12:00 noon to 12:50 P.M., and recreation from 1:00 P.M. to 2:30 P.M.

The administrative and service staff at P.S. 158 was available to assist and consult with the classroom teachers. The staff consisted of a Coordinator, an Assistant Coordinator, an Administrative Assistant, a Guidance Counselor, an Audiologist, a Psychologist, a Reading Teacher, an Art Assistant, three School Aides, four Educational Assistants and two secretaries.

The program consisted of three types of services and instruction:

- 1) diagnosis and evaluative observation followed by direct ameliorative teaching and assistance;
- 2) a program of instruction which concentrated on lipreading, auditory training and the use of hearing aids, oral communication between teacher and student, reading comprehension, a vocabulary program which dealt with terms used in the sciences, social studies and arithmetic, a library program, and a current information program which introduced concepts the hard-of-hearing might not know (e.g. politics, sports, foreign countries); and
- 3) enrichment through trips and other experiences designed to broaden the language opportunities of these hard-of-hearing children who, in a sense, are truly "culturally deprived" children.

B. Evaluation Procedures

To achieve the first objective of assessing the effectiveness of intensive supportive instruction given to these pupils, five-point rating scales measuring pupil progress were obtained from the teachers, parents and students involved in this program. A general description of the effectiveness of the program itself was also obtained from the parents on the same questionnaire which asked them to rate their child's progress. A further method for assessing the effectiveness of the supportive instruction involved the use of observational visits by hearing pathology specialists, educators of the deaf and audiologists to randomly selected classes involved in the program.

To achieve the second objective of assessing reactions of supervisors and teachers to those aspects of the program in which they were involved, a questionnaire was given to them soliciting their opinions and attitudes toward the program in general as well as asking for their recommendations for improvement of future programs of this kind.

To achieve the third objective of assessing the accuracy of the diagnoses and evaluations of the learning needs of these students, a rating scale was submitted to the teachers in the program asking them to rate the accuracy of diagnoses and evaluations they had received.

To achieve the final objective of assessing pupil attendance, members of the staff of the evaluating team examined the official records of attendance.

Findings

As one part of the evaluation procedure, the teachers involved in the program were requested to rate the improvement of each of their

pupils in five areas related to hearing and language impairment: lipreading, hearing, speech, word comprehension, and word recognition. Fourteen teachers submitted ratings for 72 pupils using a five-point scale ranging from "no improvement" to "outstanding improvement."

On separate questionnaires, parents and pupils were asked to indicate the degree of improvement in the same five skills since the start of summer school. A five-point scale, ranging from "about the same" to "very much better," was used. Forty-seven parents and 32 pupils responded.¹

Three chi-square comparisons were made for each skill: teacher vs. parent, teacher vs. pupil, and parent vs. pupil. A summary of these data is given in Table IV. Table III contains a summary of the teacher, parent and pupil ratings for each of the five skills assessed. Immediately obvious from Tables III and IV is the disagreement between the teachers and both parents and pupils in the assessment of improvement in the five skills and the lack of disagreement between parents and pupils. Except for two comparisons, all X^2 tests involving the teachers are statistically significant at the .01 level at least.

1. While it ultimately would have been of research interest to be able to distinguish between deaf and hard-of-hearing students in this analysis as well, the decision was made to permit pupils and parents to remain anonymous.

TABLE III
RATINGS OF PUPIL PROGRESS ON FIVE SKILLS BY
TEACHERS, PARENTS AND PUPILS

Skill	Scale	Teacher	Parent	Pupil
Lipreading	no improvement	1	8	6
	a little improvement	12	14	7
	average improvement	31	13	9
	good improvement	27	8	6
	outstanding improvement	1	4	4
Audition	no improvement	0	18	7
	a little improvement	10	15	11
	average improvement	26	10	4
	good improvement	31	3	6
	outstanding improvement	5	1	4
Speech	no improvement	2	6 ^a	6 ^a
	a little improvement	17	14	9
	average improvement	27	19	11
	good improvement	26	6	1
	outstanding improvement	0	1	4
Word Comprehension	no improvement	1	8	5
	a little improvement	18	18	8
	average improvement	28	11	8
	good improvement	23	9	9
	outstanding improvement	2	1	2
Word Recognition	no improvement	1	7 ^a	5
	a little improvement	17	19	11
	average improvement	33	10	4
	good improvement	19	7	7
	outstanding improvement	2	3	5

^aOne respondent omitted rating this skill.

TABLE IV

SUMMARY TABLE OF χ^2 TEST COMPARISONS OF TEACHER-PARENT, TEACHER-PUPIL, AND PARENT-PUPIL RATINGS OF CHILDREN'S IMPROVEMENT IN EACH OF FIVE SKILLS.

Skill	Teacher-Parent	Teacher-Pupil	Parent-Pupil
Lipreading	20.73 ^a	19.60 ^a	0.79
Audition	46.65 ^a	27.67 ^a	8.26
Speech	11.97 ^c	28.55 ^a	5.87
Word Comprehension	14.43 ^b	9.76 ^d	2.57
Word Recognition	17.60 ^b	21.20 ^a	3.10

^a $p < .001$

^b $p < .01$

^c $p < .02$

^d $p < .05$

The parents' questionnaire also asked them to list their expectations for the program. The items most frequently mentioned were improved speech, improved reading, learning and/or improved lipreading and general help and improvement in auditory training. More than 80 per cent of the responding parents indicated that some or all of their expectations had been realized.

Twenty-six per cent of the parents stated that after the program they knew "much more" about their child's hearing and/or language impairment. Fifty-one per cent indicated that they knew "a little more" about it, and the remaining 23 per cent indicated there was "no change." Complementing this information is the finding that 22 per cent of the responding parents indicated that they could give "much more" help, while 57 per cent said they could give "a little more" help. Twenty-one per cent indicated there was "no change" in the amount of help they felt they could give.

When questioned as to whether they would want their child to return to the program next summer, 89 per cent of the respondents replied "yes," 7 per cent "no" and 4 per cent "maybe."

Only seven per cent of the responding parents indicated that the school work was either "hard" or "very hard." The majority, by far, (93 per cent) stated that school work was on the easy side.

The pupils were also asked whether or not they would like to attend summer school next year; 63 per cent of the 32 respondents indicated that they would like to return. Thirty per cent said "no" and seven per cent "maybe." Eighty-seven per cent of the students indicated that school work ranged from "average" in difficulty to "easy," with the remaining thirteen per cent indicating that it was "hard."

The reports of the hearing pathology specialists, educators of the deaf, and audiologists who observed this program in action were generally positive about the effectiveness of the intensive supportive instruction given to these pupils. These observers felt that the children responded well to the small classes and the individual

attention they received. There was also a gain from being around children with similar handicaps, and from the opportunity to be in a situation where their hearing impairment did not set them apart.

In the classes which were visited, children were actively participating and appeared to be at ease and pleased with the opportunity to come to school. Exposure to language was at a maximum. Teachers were effectively using a variety of methods to achieve this goal, e.g. open-ended questions and an informal classroom atmosphere provided children with the opportunity to comment spontaneously on the information and materials with which they were dealing. However, one observer felt that there was a need for an individual trained in the speech of the hard-of-hearing to serve as a consultant to the faculty.

Daily inspections of hearing aids were made by the teachers. Dead batteries and broken cords were replaced by the audiologist. The administrative staff was judged by the observers to be especially well organized and effective.

Observers discovered that much time had been lost because groups originally planned to be homogeneous were not. This resulted from the lack of good diagnostic information and equipment. It was also felt that a test of oral language skills should have been administered at the beginning and completion of the program to aid in planning and evaluation.

According to some of the observers, acoustical conditions were not very good, e.g., rooms were too large (with high ceilings and poor lighting), and doors and windows were open due to the summer heat thus reducing acoustic effectiveness. It was felt that air-conditioned

classrooms would diminish the noise and add considerably to the listening efficiency of these hard-of-hearing children.

A questionnaire was sent to the teachers and supervisors soliciting their opinions and attitudes toward the program. Seventeen teachers and four supervisors responded. One of the items asked what their original expectations for the program had been. Table V lists the most frequently noted expectations and the number of respondents indicating the extent to which each was realized. Most respondents indicated more than one expectation for the program.

TABLE V

MAJOR EXPECTATIONS OF TEACHERS AND SUPERVISORS AND
EXTENT TO WHICH THEY WERE REALIZED

Expectation (N=61)	Number with Expectation	Fully	Extent Realized	
			Partially	Poorly
1. Special supplementary instruction in regular academic subject areas	18	16	1	1
2. Special training for the hard of hearing (e.g. auditory training, lip-reading,)	12	10	2	
3. Special remedial work in academic areas difficult for hard of hearing children	11	9	2	
4. Opportunity to evaluate and diagnose the handicap	9	9		
5. Opportunity for additional teacher training in specialized area	7	7		
6. Small group and individual attention	4	4		
7. Socially beneficial recreational activities	3	3		

Table V shows that most of the teachers and supervisors felt that their expectations had been fully realized. Only one felt that an expectation had been poorly realized.

Another item asked teachers and supervisors what the major strengths of the program were. Ten respondents rated "meeting individual needs through small classes and individual attention" as a major strength. "Help in the academic problem areas of the hard-of-hearing," such as reading and speech, accounted for nine additional responses. Eight members of the staff listed the good organization and planning of the program as strength; seven each listed special training in auditory skills, lipreading and other techniques necessary for the hard-of-hearing to function and recreation and socialization facilities allowing for the social interaction of children with similar handicaps. Seven staff members also felt that the staff itself was effective and well trained, and that this was an important strength of the program. "Homogeneous groupings" and "referrals being acted on immediately" and "daily instruction" were also listed.

When asked to rate the major weaknesses of the program, fourteen staff members stated that there were none. One response was made for each of the following categories: 1) academic day too long for summer school; 2) lack of a full time Spanish Coordinator; 3) need for more gym equipment; 4) unnecessary afternoon program; and finally, 5) the need for more CRMD classes.

In answer to a question asking to what extent teachers were able to provide direct therapy, teachers responded that with one or two exceptions they were able to give "much" direct therapy to the children.

All but one teacher and supervisor felt that parental cooperation

ranged from fair to excellent, with the majority indicating that the latter category best described parental attitudes. The one exception was a teacher who described parental cooperation as poor. When questioned about general student reaction all teachers and supervisors indicated that it ranged from fair to excellent with the latter category in the majority. Good motivation on the part of the students and individualized attention were given as explanations for this excellent student reaction.

Teachers were also asked to evaluate the diagnoses and evaluations of the learning needs of the students with whom they worked. Seventy-six per cent of the teachers indicated that "most" or "all" of the diagnoses they had received were accurate; seventy-one per cent stated that the evaluations of student learning needs were "mostly" or "totally" accurate.

An assessment of pupil attendance for the complete summer program showed an overall attendance figure of 83 per cent.

Discussion

The effectiveness of a short-term program such as the one being reported on here can be gauged from the reports of teachers, pupils, parents, and non-participant observers. As evidenced by the observers' reports, the efficacy of the intensive supportive instruction given the pupils in the program was generally considered to be quite good. Although teachers do not agree with either the parents or pupils on the degree of improvement made, a scanning of the descriptive tables shows that all three groups indicated that improvement was evident; they

failed to agree merely on the extent of this improvement. The teachers tended to maximize the effectiveness while parents and pupils were somewhat less sanguine. Nevertheless, almost two-thirds of the pupils indicated a desire to participate in a similar program next summer, while the parents (89 per cent) were even more favorable.

Teachers and supervisors indicated satisfaction with the program in stating that their major expectations for the program were almost all fully realized. Many "major strengths" of the program were listed by these teachers and supervisors, yet the majority could point to no part of the program as a major weakness.

One paradox was evident. Although the teachers indicated that most of the diagnoses they received were accurate, the observers stated that good diagnostic information was lacking and this hampered the formation of homogeneous groups. This would seem to call for additional investigation in order to improve the effectiveness of this aspect of the program.

The extremely good attendance figures bolster the observation of teachers and supervisors regarding the generally excellent student reaction which they ascribe to good motivation and individualized attention. Obviously when children feel they are getting help in areas where it is needed, they will cooperate.

APPENDIX B

CENTER FOR URBAN EDUCATION

Summer Program for the Educational Support of
Hearing-Impaired and Language-Impaired Children

Teacher's Questionnaire

Student _____ Class _____

DIRECTIONS: Listed below are five skills in which children might show improvement during the summer. For each skill, please indicate the extent of improvement this pupil has shown by placing a check in the appropriate box.

Skills	Outstanding Improvement 4	Good Improvement 3	Average Improvement 2	A Little Improvement 1	No Improvement 0
1. Lipreading					
2. Auditory Training					
3. Speech					
4. Word Comprehension					
5. Word Recognition					

Center for Urban Education

Summer Program For The Educational Support of
Hearing-Impaired and Language-Impaired Children

Pupil's Questionnaire

Name _____ Class _____

DIRECTIONS: Please answer the following questions as best as you can. Put a check in the space before the answer that you believe to be the most correct. Please do not omit any questions. Thank you for your cooperation.

1. Has there been any improvement in your lipreading abilities since the start of summer school?
 - ☐ a) about the same as before
 - ☐ b) a little better than before
 - ☐ c) better than before
 - ☐ d) much better than before
 - ☐ e) very much better than before
2. Has there been any improvement in your ability to hear words since the start of summer school?
 - ☐ a) about the same as before
 - ☐ b) a little better than before
 - ☐ c) better than before
 - ☐ d) much better than before
 - ☐ e) very much better than before
3. Since the start of summer school has there been an improvement in your speech?
 - ☐ a) about the same as before
 - ☐ b) a little better than before
 - ☐ c) better than before
 - ☐ d) much better than before
 - ☐ e) very much better than before
4. Do you now understand words better than you did at the start of summer school?
 - ☐ a) about the same as before
 - ☐ b) a little better than before
 - ☐ c) better than before
 - ☐ d) much better than before
 - ☐ e) very much better than before
5. When you read do you now recognize words better than you did at the start of summer school?
 - ☐ a) about the same as before
 - ☐ b) a little better than before
 - ☐ c) better than before
 - ☐ d) much better than before
 - ☐ e) very much better than before

Pupil's Questionnaire
cont.

6. Would you like to come back next summer?

___YES

___NO

7. How did you find your school work?

___a) very hard

___b) hard

___c) not hard, not easy

___d) easy

___e) very easy

Center for Urban Education

Summer Program for the Educational Support of
Hearing-Impaired and Language-Impaired Children

Parent's Questionnaire

School P. S. 158 Date _____

Name _____

Dear Parent:

We represent the Center for Urban Education which has been designated to evaluate the Summer Program for the Hearing and Language Impaired that your child has been attending.

In order to get a clear picture of the successes and failures of this program, we feel that we need to know the opinions and reactions of the parents of the children involved. Therefore, we are sending you this questionnaire for that purpose. We will appreciate it if you will take the time to fill out the following questionnaire and mail it to us in the enclosed envelope. Since our report is due soon, please return it by August 18th.

Thank you for your cooperation.

DIRECTIONS: Please answer the following questions as best as you can. We are particularly interested in your opinions, attitudes, and criticisms of the summer program. All information will be held as part of an evaluation of the program, and your answers will be held in strict confidence.

I. How did you hear about the program?

II. What were your original expectations of the program? (What kind of help did you expect to get?)

III. To what extent were these realized? (Please check one of the following.)

1. Completely _____
2. Most were realized _____
3. Some were realized _____
4. Only a few were realized _____
5. None were realized _____

IV. As a result of this program, has there been a change in how much you know about your child's hearing and/or language impairment? (Please check one of the following.)

1. No change _____
2. I know a little more about it _____
3. I know much more about it _____

Parent's Questionnaire (cont.)

2.

V. As a result of this program, do you feel that you will be able to give your child more help with his hearing and language problems in the future? (Please check one of the following.)

- 1. No change in amount of help_____
- 2. I will be able to give a little more help_____
- 3. I will be able to give much more help_____

VI. What did you not get from the program that you thought you should have gotten?

VII. Since the start of summer school has there been any improvement in your child's lipreading abilities? (Please check one.)

- ___1. about the same as before
- ___2. a little better than before
- ___3. better than before
- ___4. much better than before
- ___5. very much better than before

VIII. Since the start of summer school has there been any improvement in your child's ability to hear words? (Please check one)

- ___1. about the same as before
- ___2. a little better than before
- ___3. better than before
- ___4. much better than before
- ___5. very much better than before

IX. Since the start of summer school has there been any improvement in your child's speech? (Please check one)

- ___1. about the same as before
- ___2. a little better than before
- ___3. better than before
- ___4. much better than before
- ___5. very much better than before

X. Since the start of summer school has there been any improvement in your child's ability to understand words? (Please check one)

- ___1. about the same as before
- ___2. a little better than before
- ___3. better than before
- ___4. much better than before
- ___5. very much better than before

Parent's Questionnaire (cont.)

3.

XI. Since the start of summer school has there been any improvement in your child's ability to recognize written words? (Please check one)

- ☐ 1. about the same as before
- ☐ 2. a little better than before
- ☐ 3. better than before
- ☐ 4. much better than before
- ☐ 5. very much better than before

XII. Would you like to have your child come back next summer?

☐ YES☐ NO

XIII. How did you find your child's school work?

- ☐ 1. very hard
- ☐ 2. hard
- ☐ 3. not hard, not easy
- ☐ 4. easy
- ☐ 5. very easy

APPENDIX C

Staff List

Dr. David J. Fox, Evaluation Chairman

Associate Professor

Director, Educational Research and Evaluation Services

Chairman, Department of Social and Psychological Foundations

School of Education

College of the City of New York

Miss Carole Bloch

Instructor of Speech and Hearing

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Lexington School for the Deaf

Miss Beatrice Jacoby

Professor of Communication Arts and Sciences

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School of Education

College of the City of New York

CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATION

S U M M A R Y R E P O R T

Date: November 1967

Project: Summer Program for the Educational Support
of Hearing-Impaired and Language-Impaired
Children

Evaluation Director: Dr. David J. Fox, Associate Professor
Director, Educational Research and
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Chairman, Department of Social and
Psychological Foundations
School of Education
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SUMMER PROGRAM FOR THE EDUCATIONAL SUPPORT OF HEARING-IMPAIRED AND LANGUAGE-IMPAIRED CHILDREN

Introduction

The New York City Board of Education's summer program for the educational support of hearing-impaired and language-impaired children consisted of three independent offerings: one program for deaf infants, another for deaf students entering or returning to regular high schools, and a third for deaf, hard-of-hearing and language-impaired pupils enrolled in regular public and nonpublic elementary and junior high schools. Because of the tripartite nature of this summer program, each section was evaluated and will be reported on separately.. P.S. 158 was the center for the program.

Evaluation of the 1967 Summer Program for Deaf Infants

The major objectives of the training program were to develop residual hearing as well as to implement auditory and language training at the normal physiological age of language and speech development. The children enrolled in the six week program were 38 preschoolers, ranging in age from two and a half to three years, all from disadvantaged families. Therapy sessions were conducted by two licensed teachers of the deaf.

To assess the effectiveness of auditory training given to the deaf infants, two professional consultants observed the facilities, equipment and techniques used, as well as the teachers' final reports. Although they felt that more than the two assigned teachers were needed, the observers found that this was generally an efficiently managed program with adequate equipment and materials as well as well qualified therapists.

A questionnaire was used to assess the reactions of teachers to the program. They stated that their three basic expectations were fully realized: fitting all children with hearing aids, grouping to prepare for nursery school admission, providing experiences to prepare for acceptance of nursery school demands. The observers concurred with the teachers' assessment of the success of the program.

Evaluation of the 1967 Summer Program for Deaf and Hard-of-Hearing Students Entering or Returning to Regular High Schools

There is no special senior high school for the deaf in New York City and so deaf students on this educational level attend the city's regular high schools. The summer program curriculum was designed to provide these high school students with supportive and remedial instruction in meeting the demands of regular high school attendance. Thirty students were registered, and 21 remained to finish the program. They ranged in age from 16 to 18. Three licensed teachers of the deaf conducted three separate daily classes for the six week program.

To assess the effectiveness of the assistance given these students, two experienced teachers of the deaf observed the classes. They judged the program effective with hard-of-hearing children, but unrealistic with deaf children, whose language and speaking levels were far below normal. These latter findings were corroborated by two secondary school educators who listened to taped speech samples of a number of students.

In assessing the effectiveness of supportive instruction, five-point rating scales measuring pupils' progress were obtained from

the teachers, parents and students. All three indicated that students had progressed. A questionnaire was used to assess the reactions of teachers to the program. They indicated that all of their expectations had been fully realized. These included:

1) improving lip-reading; 2) offering remedial help in academic areas; 3) helping resolve individual problems; and 4) improving speech.

On the basis of observers' reports and ratings, it would seem advisable that there be some additional hard thinking done about the feasibility of such a short-term effort. Although the short-term program for the hard-of-hearing student was deemed a success, it was not considered adequate in preparing deaf pupils for a normal hearing high school program.

Evaluation of the 1967 Summer Program for Hard-of-Hearing and Language-Impaired Pupils Enrolled in Regular Public, Private or Parochial Elementary and Junior High Schools

During the regular school year, itinerant services of teachers of the hearing-impaired are available to hard-of-hearing and language-impaired children in public schools; however, not all children in need of such instruction are reached by this service. Therefore, this six week program of special supplementary instruction was instituted. It served a group of 93 students whose grade range was one through nine and age range was seven through sixteen years. Fifteen licensed teachers of the deaf conducted the same number of separate daily classes.

To assess the effectiveness of supportive instruction, five-

point rating scales measuring pupil progress were obtained from the teachers, parents, and students. All three indicated that improvement was evident. In addition, hearing specialists observed randomly selected classes and their reports were generally positive.

A questionnaire was distributed to assess reactions of supervisors and teachers to the program. Most of them felt that their expectations had been fully realized. These included regular and remedial academic help, special lipreading training, diagnostic services, teacher training, and special individualized instruction.

To assess the accuracy of the diagnoses and evaluations of the learning needs of these students, a rating scale was submitted to the teachers. About 75 per cent indicated that "most" or "all" of the diagnoses and evaluations they had received were accurate. The official records of attendance showed an extremely good overall figure of 83 per cent.

This short-term project appeared effective in providing its objective of special supplementary instruction. Pupil progress was evident and the major expectations for the program were almost all fully realized.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

SUMMER SCHOOL PROGRAM FOR MENTALLY RETARDED
PUPILS - WITH TEACHER TRAINING COMPONENT
By David J. Fox and Nick Gaveles
November 1967

The Center For Urban Education
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SUMMER SCHOOL PROGRAM FOR MENTALLY RETARDED

PUPILS - WITH TEACHER TRAINING COMPONENT

David J. Fox and Nick Gavelos

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

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CHAPTER I

INTRODUCTION

The summer school program for mentally retarded pupils was a federally funded program under Title I, ESEA, in accordance with the resolution submitted to the Board of Education by the Superintendent of Schools, on May 2, 1967. This pilot demonstration project which was conducted by the CRMD Bureau*covered the period from July 5, 1967 to August 15, 1967.

Although the CRMD Bureau conducted programs for mentally retarded children in the public schools during the regular school year, this was the first time that such a program was held during the summer in New York City.

In the past the crucial instructional and supportive service for CRMD pupils was abruptly halted for the summer recess and often much of the progress of the regular year faded away in relative intellectual idleness. It was hoped that those children most in need of this continuity could be helped if they had the benefit of attending an intense summer school program with a full complement of necessary supportive services.

As stated in the proposal, this summer project was developed cooperatively with the Council Against Poverty and in consultation with community and professional groups.

* CRMD - Children with Retarded Mental Development

The Program

The summer school program for mentally retarded children was housed in P.S. 197 at 5th Avenue and 135th Street in Manhattan. The staff was headed by a coordinator and assistant coordinator who were responsible for administering the program. In addition there were sixteen teachers and sixteen classes which originally comprised the instructional core of the program. During the summer, however, two classes were absorbed by the other classes thus bringing the total number of actual classes to 14. The supportive service was to consist of the following personnel: two speech teachers, three health education teachers, two guidance counselors, one school psychologist, and one social worker. In addition, there were two part-time pediatricians assigned to the staff. Other members of the staff included a school secretary and a typist, five school aides and four consultants. Parent volunteers were recruited to help in school. The program also included a teacher trainee component which was staffed with twenty trainees.

Objectives of the Program

The main objective of the program was to provide a continuing summer service for mentally retarded children. Another objective was to recruit teachers for classes for children with retarded mental development. This objective was to be fulfilled under the teacher trainee component. The teacher trainees were to receive orientation,

instruction, and practical experience with mentally retarded children.

Another objective was to provide para-educational services such as guidance, counseling, speech diagnosis and correction, health education and correction, psychological evaluation and treatment, social service case work, parent counseling, pediatric diagnosis and care, and music therapy, in an attempt to increase educational ameliorative instruction. This was designed to bring nonachieving retardates up to expectancy levels.

The program was also designed to utilize new approaches in instruction, social development, cultural integration and counseling. Other objectives of the program were to improve the childrens' average daily attendance, their expectations of success in school and their classroom performance in communication skills.

Objectives and Procedures of the Evaluation

The purpose of the present study was to evaluate the summer school program at P.S. 197. Each of the specific goals and objectives of the program was studied in terms of the extent to which they were fulfilled and the general effectiveness to the children served.

Instruments (See Appendix B)

1. Consultant's Questionnaire for General Classroom Behavior

This questionnaire was designed to elicit responses concerning the appropriateness of teaching method to the range of pupil ability, overall pupil response and behavior, and the physical structure and

general atmosphere of the classroom.

2. Consultant's Questionnaire on Parental Involvement in Workshops

This was an evaluative questionnaire designed to measure the effectiveness of the organization and also the counseling aspect of the parent workshop. This was achieved by examining parental attitudes and responses to the workshop through the direct observation of actual workshops.

3. Interview Guide for Professional Staff

Each member of the professional staff at P.S. 197 was interviewed individually by project consultants. The questionnaire was constructed to elicit information regarding the staff's attitudes and opinions concerning the program as a whole. In addition, it sought to find out how various services in the program were coordinated.

4. Pupil Adaptability Rating Scale

This rating scale was distributed at the beginning of the program as well as at the end. It was designed to permit teachers to estimate pupil adjustment to school and to estimate change and the direction of change between the pre and post administrations.

5. Teacher Trainee Questionnaire

The purpose of this questionnaire was to evaluate the teacher trainee component in the summer school for CRMD pupils. The questionnaire asked each trainee to evaluate the effectiveness of the training component, to rate its strengths and weaknesses, and to give recommendations for future programs.

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The purpose of this questionnaire was to evaluate the teacher trainee component in the summer school for CRMD pupils. The questionnaire asked each trainee to evaluate the effectiveness of the training component, to rate its strengths and weaknesses, and to give recommendations for future programs.

6. Teacher Trainee Interview Guide

This interview guide was designed to obtain an appraisal from the trainees concerning the program and the training component. This was an informal, group discussion conducted by the research team.

Procedures for Data Gathering

1. Pupil Adaptability Ratings were distributed to all teachers at the beginning of the program and at the end. Each pupil in the program was evaluated at both specified times.

2. The consultant made two full day visits, near the middle of the six week program, at which time he observed and evaluated twelve of the fourteen classes, and observed the teachers and children in their normal classroom situations.

3. The research team examined a log of individual and group activities, noting the number of trips taken, the reactions to the trips, and attendance at trips.

4. Two of the parent workshops were observed and rated by one consultant and a member of the research team. This was done through direct observations of the workshops.

5. The research team examined the "student profiles" for each pupil. A census was taken as to the number of individuals seen by the supportive services unit, and the number of referrals made.

6. Each member of the professional staff was interviewed individually by a member of the evaluation team using interview guide for professional staff.

CHAPTER II

THE FINDINGS

Publicity

The project was publicized through several media. First, a package containing applications for teachers and applications for parents was sent, together with an announcement, to all CRMD teachers and schools in Manhattan, Bronx, and Queens. In addition, the general announcement was sent to thirty district superintendents, three hundred principals, and thirteen hundred CRMD teachers through the "Newsbriefs," a CRMD Bureau publication. At the same time, the program was publicized through the UFT Newspaper. The CRMD Bureau was responsible for notifying the nonpublic schools. The coordinator indicated that a number of agencies (the list of which was unavailable to the research team) were also notified. Albany and Washington, according to the program coordinator, were responsible for releasing information about the program to other agencies and experts who might have been interested. The coordinator notified relevant officials in Bergen County and Yonkers.

News articles on the program were published in the World Journal Tribune, the Daily News, and the New York Times. An illustrated article was published by the Amsterdam News later in the summer.

There were three large mailings and many telephone calls after the program had begun, to several hundred families who were interested

in the program but had transportation problems.

The program was planned to accommodate 160 children. Originally, there was a large number of applications for the program, but as of the last week in July, the enrollment was 120 children, one-fourth fewer than expected.

According to the coordinator, transportation limitations were the major factor in the under-enrollment, and he claimed that numerous applicants had to be turned down because they could not be picked up by the bussing service provided for the program. The bus schedule and locations of bus stops are listed in Appendix B. In addition, according to the assistant coordinator, over seventy acceptance letters were returned to the school because of incorrect addresses. The assistant coordinator felt that this was a second key factor in terms of the under-enrollment. He suggested that errors or recent changes in pupil addresses contributed to this particular problem.

The Instructional Staff

The instructional staff consisted of 16 teachers. According to the consultant, the training and background of the instructional staff was excellent. More than two-thirds were licensed CRMD teachers, while the others were regularly licensed teachers who had had CRMD training and/or experience. Their credentials were good. None of the teachers had had less than two years experience in the field and over one quarter (1 per cent) had had more than ten years' experience. All of the teachers had had at least one orientation session for the summer

program with the majority participating in two.

According to the responses elicited in the staff interviews, the staff was recruited in several ways. The majority heard of the program through a printed circular that was sent to all CRMD teachers in schools in Manhattan, Queens, and the Bronx. The others found out about it through a CRMD Supervisor, or from the Coordinator of the program.

The teachers' main function was instructional. They were also concerned with socialization of the pupils, improving self-image and self-control and improving childrens; attitudes and adjustment to school. The teachers believed that this summer program could be differentiated from their regular teaching in that they had more trips, smaller classes, and more time for individual attention to pupils. Furthermore, they thought the program, in general, was more flexible.

Supportive Services

There was considerable deviation in the structure of the supportive services staff from that outlined in the original proposal.

During the early part of the program, the school psychologist was dismissed and, due to the difficulty of getting a replacement during the summer, was never replaced. Also, because of personal reasons, two of the health education teachers dropped out of the program. In addition, a music therapist was recruited although no provision was made for such a position in the original proposal.

All of the specialists were licensed in their field. All had at

least five years' experience in their field of specialization, and two-thirds of the supportive services personnel had at least ten years experience.

Though the functions of the specialists were diagnosis and remediation in their area, remediation was seldom accomplished. When interviewed by the research team, some of the specialists indicated that remediation might have been done had their time not been spent on doing complete re-diagnoses on all of the children. This re-diagnosis was necessary because the administration did not allow them to look at any previous diagnostic records of the pupils. The administration's position was that access to previous records could have biased present interpretation of the childrens' problems. According to the consultant, remediation could have been accomplished in the six week period had the staff not spent valuable time in re-diagnosing the children.

Specialists worked together through case conferences. There were a total of ten case conferences in the six week period. Each child in the program was discussed and, during each session, records of ten to twenty pupils were reviewed. According to the consultant, three cases would be a maximum for a sound case conference, so these case loads were high. Moreover, the pediatrician was often the only specialist on the staff who had seen the child and was familiar with the case being discussed at the conference.

With the exception of the case conferences there was little coordination among the specialists. Although the administration had

intended that the specialists coordinate their efforts in dealing with children and parents, according to the coordinator and the staff, this was not always accomplished. In addition, many staff members reported that, in some cases, the scheduling was such that classes were out on trips on days when a specialist was supposed to visit the class.

The professional staff in general, felt that the specialists' contact with the children was too infrequent and limited. The lack of a psychologist after the first week and the loss of two health education teachers left those two areas particularly inadequately serviced.

Each child admitted to the program received a physical examination. In several instances the pediatrician diagnosed conditions which were hitherto undetected; in such cases referrals were made to the appropriate agencies for remediation. About 60 per cent of the children were seen by the speech therapists for diagnosis and identification. In addition, voices of all the children were taped. Originally, it was intended that a pre and post tape would be made for each child. However, this was not done. The guidance counselor saw 50 per cent of the pupils and the social worker saw 60 per cent. The health education staff saw a bit less than 30 per cent and the music therapist saw a few more than 25 per cent of the pupils.

Overall, 55 per cent of the pupils had referrals made for them for out-of-school services for one reason or another. In some cases the referrals were acted upon, so that the children received immediate attention. For the most part, however, referrals and recommendations

made by the specialists were placed in each child's folder and sent to their respective home schools. Letters were also sent to the appropriate CRMD supervisors informing them of the referrals and requesting they be acted upon in the fall.

Teachers were practically unanimous in indicating that one of the major strengths of the program was the general competence of the staff. The services of the specialists, according to responses elicited at staff interviews indicated however, that these people were not always utilized to their best advantage. Their responses indicated that, due to the time limitation, it was difficult to do a complete diagnosis of all the children as well as the needed remediation.

The five school aides were used to patrol the halls and watch all of the exits. The aides also assisted teachers when necessary. One teacher stated that a school aide was of great help on several occasions in restraining and calming an obstreperous child.

The Trainee Program

There were twenty trainees in the program. All the trainees were asked by the evaluation team to complete a questionnaire designed to elicit their opinions about various aspects of the program, and 18 responded. The following data are based on the responses of these 18 trainees.

Half of the trainees involved in the CRMD program heard about the program through the newsletter or through someone directly associated with the regular CRMD program. The remainder heard about it at college,

at work, or through friends. The trainees were recruited from New York University, Teacher's College, Columbia University, and Marymount College, and were given graduate credit for participating in the program.

Most of the trainees (83 per cent) felt their major function would be to observe, teach, and learn about CRMD in a manner supportive to and in assistance of the classroom teacher. While they primarily performed these duties, 35 per cent of the trainees felt that, in view of what actually transpired, their function was to assist in clerical duties, to decorate the school, and to serve on bus and lunch duty.

Over half of the trainees (67 per cent) felt that their roles and functions were clearly defined. They stated that daily activities were scheduled by the administration which explained their roles and functions. The remainder felt their roles were not clearly defined. Issues were not clearly explained at the orientation sessions and this led to some confusion.

Over 80 per cent of the trainees expected to gain practical experience in the field and an understanding of the problems of CRMD in order to be better prepared to cope with them in future work. The trainees desired exposure to all levels of retardation, as they felt it would be an asset to their CRMD teaching in the fall. Half of the trainees felt these expectations were realized in full. The other half felt this expectation was only partially realized. The most common feeling was that though much was learned in terms of practical experience, materials, techniques and curricula, too little time was spent in the classroom.

The administration aspired to provide each trainee with exposure to at least four different types and levels of CRMD classes. Actually, however, this was not accomplished. Most of the trainees taught in either two or three different classes during the six week period. Although trainees had the opportunity to visit and observe any or all of the CRMD classes, they felt this was decidedly less profitable than actual participation. Each of the trainees spent different amounts of time in the classroom, but typically, they spent between 50 and 90 hours in classroom activity. Two spent between 100 and 115 hours.

According to the report of one of the consultants assigned to the program, the time the trainees spent in the classroom was adequate, although he believed more time should have been spent in two classes, instead of the proposed three or four rotating class schedule. In addition, the consultant stated that trainees did not have exposure to the children during the longer morning sessions when they (the children) were active and fresh.

The trainees were required to attend 24 two-hour lectures during the six week period. These lectures were in the field of psychological approaches to CRMD, methodological approaches, child development approaches, curriculum development and evaluation. Guest speakers from outside colleges and institutions were invited to speak at these sessions. More than half of the trainees felt the lectures were only partially useful. They felt some of the sessions were repetitious, lacking continuity and often insulting to their intelligence. Other

lectures were informative and helpful. Over 40 per cent felt that the lectures were quite useful in supplying information about CRMD children and techniques for teaching.

According to the consultant, the lectures were not sufficiently organized; the lecturers did not have a specific area of assignment and this created the overlapping in content and lack of continuity.

The Classes

During the early days of the program, registration was lower than had been expected and it appeared that the projected registration of 160 pupils would not be attained. As a result the class for neurologically impaired children was combined with the class for the doubly handicapped and one class of educable mentally retarded junior high school pupils was absorbed by the other junior high school classes. The following table indicates the final breakdown of the 14 classes:

TABLE 1

FINAL DISTRIBUTION OF PUPILS BY CLASS

<u>Type of Class</u>	<u>Age Group</u>	<u>Number of Classes</u>
Educable Mentally Retarded	5-7	3
Trainable Mentally Retarded	7-11	1
Trainable Mentally Retarded	12-16	1
Doubly Handicapped and Neurologically Impaired	7-12	1
Educable Mentally Retarded	7-10 (Primary)	2
Educable Mentally Retarded	9-12 (Intermediate)	2
Educable Mentally Retarded	13-15 (J.H.S.)	2
Educable Mentally Retarded	17+ (Work-Study)	2
TOTAL		<hr/> 14

The consultant observed 12 of the 14 classes covering the various types of classes with the exception of the doubly handicapped and neurologically impaired which only had one child in attendance at the time of observation.

As a result of ratings provided by the consultant it was found that, in general, the classrooms were attractive, free of hazards and quite clean.

More than half the time (58 per cent) the classrooms were rated as "extremely stimulating." Displays and teaching aids were commensurate with the pupils' levels of readiness and their abilities. The charts, displays, and bulletin boards were graded to allow for individual needs, as well as purposeful and related to the work being done. It was felt that in more than half of the classrooms there was an adequate number of charts, displays and centers for activities related to the subjects of instruction.

In over 90 per cent of the classrooms, the atmosphere was disciplined, yet congenial and warm. The remainder of the classes were considered to be over-disciplined, though congenial.

Consultants reported that the children enhanced the classroom decor through art projects and related activities to a great extent in most cases. For the most part, the art work of the children seemed to reflect an active and genuine interest on their part. One consultant felt, however, that the art work was merely busy work for approximately 25 per cent of the pupils. In general, the degree of enthusiasm on the

part of the pupils was rated as better than average.

On the whole, the consultants felt that the children related to their teachers very well. The interrelationships among the children themselves were also rated as quite good. Their general behavior in the classrooms was excellent with just a small percentage of behavior problems. Integration into varied activities was good, though it was noted that, in a few cases, some of the activities were integrated poorly.

The teachers' responses to the range of pupil ability was, in most instances, good. The teachers were considered sensitive to their students' needs and potentials and they were able to construct their lessons according to their pupils' abilities. Their sensitivity was reflected in such areas as seating arrangements, methods of questioning, choice of materials, and awareness of pupils' moods and facial expressions. When there seemed to be a question as to the actual level at which the entire class could learn, the teachers taught the pupils individually. The children had been assigned to classes by the administrator, according to previous classification, but the program was flexible enough to allow for transferring the children to other classes according to their actual needs and potentials, during the six week period.

There were certain noticeable patterns in teaching methods utilized by these teachers that were identified by consultants as major effective features. These include combinations of sensory stimuli with

reinforcement of material already taught; use of old material as the basis of study of new material; use of environment, the classroom, charts and tangible things for the children to utilize in learning new concepts. For example, the teacher in one of the classes involved the children in every possible activity to reinforce awareness of the environment. Thus, morning inspection was used to reinforce names, addresses, and colors. This was done on several occasions throughout the six weeks so that the learning would be reinforced. Well organized and functional lesson plans and daily plans were seen as another effective feature of the program. For example, in one class, careful lesson planning was evident with regard to the choice of topics, teacher prepared materials, cognizance of different levels in the children's ability, and the appropriateness of the language and vocabulary.

The work study class, which consisted of 20 pupils, was rated by the consultant as a well functioning class with great value to the youths who participated. The boys and girls spent part time in class and part time working as messengers, delivery aides, and school aides. The consultant felt that possibly more could have been done in obtaining more jobs in the community for these youths.

The Children

The projected register for the CRMD program was 160 pupils, of which 10 per cent were to be children from nonpublic schools. By the end of the program the register was 131 pupils, which included 13

(10 per cent) nonpublic school children. Table 2 gives a weekly account of the register and attendance:

TABLE 2
ATTENDANCE AND REGISTER DISTRIBUTION

<u>Weeks</u>	<u>Mean Register</u>	<u>Mean Attendance</u>	<u>Mean % of Attendance</u>
July 5-7	82	74	89
July 10-14	91	76	83
July 17-21	112	85	76
July 24-28	123	93	76
July 31-Aug. 4	131	96	73
Aug. 7-11	131	93	71
Aug. 14-15	131	96	73

The register increased steadily each week until it reached the peak of 131 pupils at the beginning of August. However, with the exception of the last "week" (of two days) the mean per cent of attendance dropped steadily from 89 during the first week to 71 during the second week of August. The two per cent increase during the last week was the result of an increase in attendance on the last day of the program when classes were not held, but the entire school went on a trip.

The consultant noted that the low register was a result of poor solicitation of pupils. Letters were sent to all CRMD teachers at the beginning of the program but there was little followup in recruitment. According to the consultant, another reason for the comparatively low register was the result of inadequate transportation. Buses could

travel only one and a half hours when transporting children, which meant that there could only be a limited number of pick up points in the Bronx, Queens, and Manhattan.

Table 3 indicates the pupils' residence, by borough.

TABLE 3
RESIDENCE OF PUPILS (N=131) BY BOROUGH

<u>Residence</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Manhattan	41	54	29	53	70	53
Bronx	12	16	15	27	27	21
Queens	13	17	6	11	19	14
Brooklyn	6	8	0	0	6	5
No Data	4	5	5	9	9	7
TOTAL	76	100.0	55	100.0	131	100.0

Half of the children (53 per cent) were from Manhattan, about 20 per cent were from Queens and an unexpected 5 per cent were from Brooklyn. The program initially expected to recruit 20 per cent of the children from both the Bronx and Queens and 60 per cent from Manhattan. There were 16 per cent more males than females in the program.

Table 4 gives a breakdown of the school population with regard to retardation classification. All four mental retardation classifications were represented. However, the majority of the children registered at P.S. 197 fell into the "educable" category.

TABLE 4

CLASSIFICATION OF CRMD PUPILS (N=131)

Classification	Total		Male		Female	
	N	%	N	%	N	%
Educable Mentally Retarded (Ages 5-7)	11	8	7	9	4	7
Educable Mentally Retarded (Ages 7-10)	20	15	12	16	8	15
Educable Mentally Retarded INT (Ages 7-11)	26	20	18	23	8	15
Educable Mentally Retarded JHS (Ages 13-16)	21	16	10	13	11	20
Educable Mentally Retarded H.S. Work Study (Ages 17+)	21	16	12	16	9	16
Trainable Mentally Retarded (Ages 7-14)	26	20	15	20	11	20
Neurologically Impaired and Doubly Handicapped (Ages 7-12)	6	5	2	3	4	7
TOTAL	131	100	76	100	55	100

The consultant reports that the program demonstrated flexibility in its approach to adaptability problems of the children.

For example, one child in an educable class demonstrated obstreperous behavior. He cursed, shouted, and hit the other children. The child was then transferred to a trainable class where he adjusted quite well. The cursing, hitting, and shouting disappeared, and were replaced by appropriate verbal communication. He was then able to relate to his peers and to form friendships. In another case, over the six week period, one of the pupils learned to extend his self interest to include others who were less capable than he. He assisted other children who

had motor difficulties and developed a general interest towards his peers. In a junior high school class, one child wept frequently and showed a great deal of fear. Over the weeks, she became more secure and acquired more self-confidence which enabled her to engage freely in social relationships.

According to the consultant, the program was a unique experience for most of the children. It gave them an opportunity to take a daily bus ride to school as well as to go to a different school and meet new children.

Pupil adaptability questionnaires were given to the teachers at the beginning and at the end of the program. The teachers were asked to rate each child in terms of gains on six criteria.

The descriptive data for each of these variables are presented in the Appendix-A in Tables 1 through 6. Typically, these show that at both pre and post rating sessions the teachers rated children relatively positively. For example, on the pretest at least 41 per cent and as high as 66 per cent of the children were rated at the positive end of the five point scale. For the posttest, this proportion ranged from 53 per cent to 74 per cent. These positive teacher ratings were consistent with the consultants' belief that the children in class were attentive and well behaved.

The relatively positive initial appraisal means that for about half of the children there was little room for improvement on the scale used. This is reflected in Table 5 which shows that about a third of the

children were rated higher at the post rating session, whereas 10 per cent to 15 per cent declined, with the other half showing no change. But as the table indicates, much of the "no change" was simply because the child already had achieved the highest possible rating initially,² and received it again at the final session.

Change or improvement was also estimated directly by asking teachers to indicate whether or not, at the end of the program, each child "participated to a greater degree in class activities," or "initiated social interactions more often," or had "benefitted socially from his experience."

TABLE 5

NUMBER OF CHILDREN EXHIBITING INDICATED CHANGE IN
PUPIL ADAPTATION, BY VARIABLE (N=99)^a

<u>Adaptability Variable</u>	<u>In comparison to pre rating, the post rating was:</u>				<u>Total^b</u>
	<u>The Same</u> <u>limited^a</u>	<u>other</u>	<u>Higher</u>	<u>Lower</u>	
Getting Along with Peers	19	26	39	15	99
Seeking Peer Friendships	7	43	40	9	99
Conforming to Rules and Regulations	25	25	34	15	99
Adapts to Class Routines	23	25	36	15	99
Getting Along with Teachers	37	22	30	10	99
Like School at Present	22	30	37	10	99

^aThis column includes children for whom the possibility of change was limited because they achieved the maximum positive or negative rating on the pretest. All but 1 per cent or 2 per cent entered this category by achieving the maximum positive rating.

^bThere were only 99 pupils for whom information was available for both pre and post evaluations.

2. About 1 per cent was also attributable to these few children who received the lowest possible rating both times.

The teachers' responses reveal that, in their judgment, more than 80 per cent of the pupils (84 per cent) participated to a greater degree in class activities than they did when the program began. More than 70 per cent (74 per cent) of the children were rated as initiating more social interactions than they did at the beginning of the program.³ According to the teacher's responses almost 75 per cent of the pupils had benefitted socially from their experience in the program.

In general, the teachers felt that the pupils had gained some self confidence, were better able to relate to their peers and their teachers, had improved their verbal skills, were more prone to engage in social activities and showed greater participation in school activities. The teachers believed the program was of little value for approximately 10 per cent of their pupils. Some teachers felt that they were unable to determine whether or not there was any change in the social functioning in their children.

The Parents

There were three parent workshops during the six week summer CRMD program. The workshops were organized by the assistant coordinator of the program. There were two speech therapists, a social worker, two guidance counselors and a health education specialist who attended each

3. Teachers were also asked if they believed parents had noticed improvement. Fifty-seven per cent said they did not know. The others almost unanimously felt the parents had noticed improvement.

workshop. At each workshop each specialist explained his professional role and contribution to the total team effort. At each session the parents were told that they could make appointments with any or all of the various specialists to discuss problems their children may have had. It was believed that this orientation would help to develop greater rapport in the future between the parents and other similar professionals.

The mean attendance of the workshops was about 12, usually with different parents attending each session. The overall participation, according to the consultant, was just fair. At one of the workshops only 2 of 12 parents spoke during the five minute discussion period.

At these workshops, the parents were able to gain additional information about the summer program, its purpose, methods, and goals. They were also informed of local, state, and federal resources available to the mentally retarded.

At each of the workshops there was a demonstration of speech development. According to the consultant, who observed one of these demonstrations, the parents were shown how they could work at home with their children in improving speech. The speech therapist presented a brief (15 minutes), but effective teaching demonstration using as her subject an eight year old mongoloid boy. The therapist demonstrated how to identify speech problems and helped the child with a "closed lip" problem, with sounds such as "mm" and "oo." Techniques for teaching oral, tactual, visual, and motor discrimination were included. Specific help for language development was suggested, such as reading magazines

to children and encouraging the child to talk about his school experiences. According to the consultant, parents would benefit from a demonstration of this nature, since it had the elements of practical teaching techniques, humor, and useful aids for developing language.

Although the consultant considered the workshops informative and helpful to the parents, he noted also that they were not actually workshops in the usual sense of the word. Rather, they were organized more like information sessions than workshops. Moreover the consultant felt that devoting them to technical information such as how to help the child pronounce the letter S or M or B, was less desirable than devoting them to what the consultant believed to be a more important concern to parents: how to make a retarded child more comfortable and happy in adjusting to his surroundings. The consultant felt that parents wanted to know what games and activities they could use to help their children. In addition, the consultant believed that the workshops did not appeal to all parents. For example, at one workshop, a trainable retardate was used for a demonstration, when, in fact, almost all of the parents participating at that session had educable children.

In addition to the workshops, there was an open school night program for the parents of the children at P.S. 197, planned by the coordinator. According to the coordinator the objective of the program was to display some of the activities engaged in by the pupils and to increase the parents' sense of identification with the summer school. A member of the evaluation staff attended and reported that the evening's

program consisted of a variety and fashion show followed by an invitation for refreshments and classroom visits. There were approximately two hundred and fifty people present at the program, including parents, staff, performers, siblings, and guests.

According to the consultant, the program was successful in increasing parental involvement, and the general group feeling was positive. The parents had an opportunity to discuss problems among themselves during the refreshment period and before the program began. They also were most cooperative with the program staff.

P.S. 197 also sponsored an Information Night which was open to the general community as well as the parents of the retarded children. The main purpose of this program was to answer any questions that community people might have had about the summer program at the school or about mental retardation in general. Various staff members were on hand to answer these questions.

CHAPTER III

EVALUATIVE DISCUSSION

The summer school program at P.S. 197 was successful in helping many mentally retarded children who would have ordinarily received little or no attention during the summer recess.

The training and background of the instructional staff was considered excellent. As a result, the classes were functional, the lessons well taught, and observers felt that the children benefitted from the experience. The ratings indicate teachers' beliefs that the program had a positive effect on the social adaptability of about a third of the children. These data indicate that the children improved in their ability to relate with peers, get along with the teacher, and adjust to classroom routines. This result is especially gratifying since social adaptability is one of the main difficulties of mentally retarded children.

The work study class was particularly functional, the youths greatly benefitting from the experience. The youths gained experience as school aides and messengers. However, observers felt more effort should have been made to find outside jobs for these teenagers.

The trips and other organized activities were additional aspects of the program considered successful as well as related to the children's needs. Also, teachers reinforced the learning by discussing each trip with the children before and after.

The supportive staff was considered well selected, most of the specialists having good credentials and excellent backgrounds. The diagnoses and referrals performed by the specialists were often helpful as an initial step in assisting many children. An important potential aspect of the work of these specialists was lost however, since regretfully very little remediation was done by the specialists. Although the administration indicated that remediation was an objective of the program, the specialists had little opportunity for it, since they had to devote so much time to diagnosis. This was because neither specialists nor teachers were permitted to examine the official records of the children. It seems unrealistic to have expected the specialists to rediagnose and make the appropriate referrals and recommendations for all of the children as well as to accomplish remediation to any significant degree in the period of six weeks. As an example of the lack of time for remediation, the speech specialist originally intended to make pre and post voice recordings for each child, but only the pre recording was, in fact, accomplished. There were other problems in the area of the utilization of specialists. For example, some specialists did not get to see all of the children, despite the fact that a basic objective of the program was that all the children would be seen by each specialist. Observers also noted that on a number of occasions specialists were observed doing unrelated clerical work such as addressing envelopes, tasks which could have been done by office clerks or school aides.

A weakness in the program was the administration's failure to replace the school psychologist who was dismissed very early in the term. Obviously, a psychologist is an essential specialist in any program designed to help mentally retarded children.

The specialists were further handicapped by the lack of organized case conferences. It is untenable to suppose that ten to twenty children can be discussed adequately at one case conference. Also, the pediatrician was often the only specialist who had previously seen the children who were being discussed.

The fact that a number of specialists felt unclear as to their role and function in the program points to a lack of sufficient orientation for the staff. This appears to be partially responsible for the lack of coordination among the specialists as well as between the specialists and the teachers.

In spite of these handicaps, the program took steps to assure fulfillment of an important objective of the program. Thus, folders containing full diagnoses and recommendations for each child were kept and plans were made to send them to the appropriate schools in September. Letters were also written to district supervisors requesting that the appropriate follow ups be made.

The use of school aides was a positive innovation for the program. Some of the aides proved to be very helpful in assisting teachers with hard to handle children.

The teacher-trainee program was another positive ingredient. Generally, the trainees gained good experience in teaching the retarded,

which could be put to use as the trainees begin teaching CRMD classes in September. Although the total number of hours spent in the classroom was generally adequate, it would have been more profitable for the trainees to have been permitted to teach in the mornings when there was more activity.

The morning lectures, wherein experts in various aspects of CRMD spoke to the trainees, while generally considered useful, would have been more useful had they been better organized so as to minimize overlapping and unnecessary repetition. Furthermore, since no specific outlines were made, the lecturers were often completely oblivious of each other's topic of discussion, so there was no continuity.

Although the program satisfied the 10 per cent quota for nonpublic schools, the total enrollment of 131 children was somewhat disappointing. Apparently, the major reason for this was the limited bus service covering Manhattan, the Bronx, and Queens. Three buses could hardly be sufficient to adequately serve boroughs within the time limit of an hour and a half.

Another possible reason for the comparatively low registration was the reluctance of some parents to send their children over a long distance into an unknown neighborhood. Although the publicity was adequate in coverage, the tardy onset of the advertising campaign may have also contributed to the low registration. Perhaps the establishment of a single school for mentally retarded children was a mistake. Certainly, more retarded children and their families would have been better served

had at least two schools been established--one in Manhattan and the other in Queens--both centrally located so as to serve a maximum number of children.

Generally, the parents found the program to be a good step forward in providing them and their children with intense service which is not usually available during the regular year. By attending workshops, the parents were able to learn more about what can be done to help mentally retarded children. However, although the speech demonstrations were helpful, the parents and their children would have benefitted more had there been discussions on behavioral difficulties. The workshops were organized more as lectures and the parents had little opportunity to discuss problems with the specialists as a group. Also, instead of holding regular workshops (e.g., twice a week) there were only three over the six week period. This was hardly sufficient for optimum service for a maximum number of parents.

The open school night and the information night programs were excellent ways to solicit more interest and involvement on the part of the parents and the community.

APPENDIX A

Table 1Pupil Adaptability Scores at PS 197 (N=109)

How Well Does Pupil Get Along with Peers?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Well	20	18	31	28
Well	33	30	29	26
Fairly Well	23	21	24	22
Poorly	21	19	14	13
Very Poorly	2	2	1	1
Absent	2	2	2	2
No Data	8	8	8	8
Total	109 ^a 100		109 ^a 100	

^a

Although the final registration was 131 pupils, at the end of the program teachers were asked to rate only the 109 pupils who were rated at the beginning of the program.

Table 2Pupil Adaptability Scores at PS 197 (N=109)

Does the Pupil Seek Out the Friendship of his Peers?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Often	9	8	20	18
Often	32	29	33	30
Occasionally	31	28	30	27
Rarely	21	19	13	12
Not at all	6	6	3	3
Absent	2	2	2	2
No Data	8	8	8	8
<hr/>				
Total	109	100.0	109	100.0

Table 3Pupil Adaptability Scores at PS 197 (N=109)

Does Pupil Readily Conform to the Rules and the Regulations of the Classroom?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Often	28	25	40	36
Often	37	34	33	30
Occasionally	24	22	20	18
Rarely	7	6	2	2
Not at All	3	3	4	4
Absent	2	2	2	2
No Data	8	8	8	8
Total	109	100	109	100

Table 4Pupil Adaptability Scores at PS 197 (N=109)

How Does the Pupil Generally Adapt to Classroom Routines?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Well	28	25	41	37
Well	28	25	24	22
Fairly Well	25	23	23	21
Poorly	15	14	8	7
Very Poorly	3	3	3	3
Absent	2	2	2	2
No Data	8	8	8	8
Total	109	100	109	100

Table 5Pupil Adaptability Scores at PS 197 (N=109)

How Does the Pupil Generally Get Along With His Teacher?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Well	41	37	50	45
Well	25	23	22	20
Fairly Well	26	24	25	23
Poorly	7	6	0	0
Very Poorly	0	0	2	2
Absent	2	2	2	2
No Data	8	8	8	8
Total	109	100	109	100

Table 6Pupil Adaptability Scores at PS 197 (N=109)

How Well Does the Pupil Like School at the Present?

<u>Rating</u>	<u>Pre</u>		<u>Post</u>	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Very Well	24	22	42	38
Well	40	36	32	29
Fairly Well	31	28	22	20
Little	3	3	2	2
Not at all	1	1	1	1
Absent	2	2	2	2
No Data	8	8	8	8
Total	109	100	109	100

Code _____
(Leave Blank)

Center for Urban Education

Summer School for Mentally Retarded Pupils
with Teacher Training Component-1967

Project 11 - Consultant's Questionnaire on
Parental Involvement in Work-shops

Observer _____ Date _____

DIRECTIONS: This questionnaire consists of eleven items, four of which are multiple choice answer types, while the remainder require written answers. Read each question and, if multiple choice, decide which choice best describes your opinion. Then, circle the letter preceding the choice which best describes your opinion. On the remaining questions, answer in your own words the opinions you have formed as a result of your observations.

1. What is the age group and educational and medical classification of the children of the parents attending this work-shop? _____
2. How many parents attended? _____
3. How many men attended? _____
How many women attended? _____
4. How many households are represented? _____
5. How would you rate the parents' attitude toward the program as a whole?
 - a. Negative
 - b. Neutral
 - c. Positive
6. How would you rate the over-all participation of the parents in the work-shop?
 - a. Poor
 - b. Fair
 - c. Good
7. Generally speaking, how much did the parents benefit from the work-shop?
 - a. Hardly any benefit
 - b. Some benefit
 - c. Much benefit

Explain:

8. Generally speaking, how was the work-shop organized?
 - a. Poorly
 - b. Fair
 - c. Well
9. What were the major effective features of the work-shop? Consider when you answer: organization, discussion, materials and aids used.
10. What were the weaknesses of the work-shop? Consider when you answer: organization, discussion, materials and aids used.
11. What recommendations would you make to improve the effectiveness of the work-shop?

Code _____
(Leave Blank)

Center for Urban Education

Summer School for Mentally Retarded Pupils
with Teacher Training Component-1967

Interview Form for Professional Staff at P. S. 197

DIRECTIONS: The purpose of this interview is to gain some insight into the function of the professional staff of the CRMD program at P. S. 197. We are particularly interested in your opinion and attitudes toward the program in general as well as recommendations for improvement of future programs of this kind which you may wish to make. The data will be used for research purposes only, and it will therefore be unnecessary for you to put your name on this questionnaire. Thank you for your cooperation in this matter.

What is your official position in this program? _____

1. What is your back-ground and training for the program specifically and for CRMD's? Include in your answer a brief description of your orientation for this program, the field in which you are certified, the length of time you have been in your profession, and from where you received your training.

2. How did you hear about the program?

3. Describe your function in this program. Give examples.

4. How is your service coordinated with the other services in this program?

5. How many pupils in this program have taken advantage of your services, and what services have you rendered?

6. How are your services in this program distinguished from those offered during the regular school year (Sept. to June)?
7. In your opinion what are the strengths of the program as it is presently organized?
8. What are the weaknesses of the program?
9. If given the opportunity to plan a new program for next year, what changes would you make, either additions or deletions or both?

Pupil Adaptability Questionnaire

(Name of pupil) (Class)

1. Generally speaking, how well does the pupil get along with his peers?
 - a. __very well
 - b. __well
 - c. __fairly well
 - d. __poorly
 - e. __very poorly
2. Generally speaking, does the pupil seek out the friendship of his peers?
 - a. __very often
 - b. __often
 - c. __occasionally
 - d. __rarely
 - e. __not at all
3. Does the pupil readily conform to the rules and regulations of the classroom?
 - a. __very often
 - b. __often
 - c. __occasionally
 - d. __rarely
 - e. __not at all
4. How does the pupil generally adapt to classroom routines?
 - a. __very well
 - b. __well
 - c. __fairly well
 - d. __poorly
 - e. __very poorly
5. How does the pupil generally get along with his teacher?
 - a. __very well
 - b. __well
 - c. __fairly well
 - d. __poorly
 - e. __very poorly
6. How well does the pupil like school at present?
 - a. __very well
 - b. __well
 - c. __fairly well
 - d. __little
 - e. __not at all

THE CITY COLLEGE
Office of Research and Evaluation Services

Summer School for Mentally Retarded Pupils
with Teacher Training Component-1967

Pupil Adaptability Questionnaire

DIRECTIONS: This questionnaire consists of nine multiple choice items and one open type question concerning the adaptability of the pupils in your class. Read each question and decide which of the choices following each question best describes the pupil's behavior. Then check the one appropriate to your choice. Please fill in the name and class of the pupil on the line below. The data will be used for research purposes only and will be kept strictly confidential.

(Name of pupil)

(Class)

1. Generally speaking, how well does the pupil get along with his peers?

a. ___very well

d. ___poorly

b. ___well

e. ___very poorly

c. ___fairly well

2. Generally speaking, does the pupil seek out the friendship of his peers?

a. ___very often

d. ___rarely

b. ___often

e. ___not at all

c. ___occasionally

3. Does the pupil readily conform to the rules and regulations of the classroom?

a. ___very often

d. ___rarely

b. ___often

e. ___not at all

c. ___occasionally

4. How does the pupil generally adapt to classroom routines?

a. ___very well

d. ___poorly

b. ___well

e. ___very poorly

c. ___fairly well

5. How does the pupil generally get along with his teacher?

a. ___very well

d. ___poorly

b. ___well

e. ___very poorly

c. ___fairly well

6. How well does the pupil like school at present?

- a. ☐ very well
- b. ☐ well
- c. ☐ fairly well

- d. ☐ little
- e. ☐ not at all

7. Generally speaking, does the pupil participate to a greater degree in class activities than he did when he entered the program?

- a. ☐ Yes
- b. ☐ No

8. Does the pupil initiate social intercourse more now than he did when he entered the program?

- a. ☐ Yes
- b. ☐ No

9. Has the parent noticed any improvement in the pupil's social behavior since he entered the program?

- a. ☐ Yes
- b. ☐ No
- c. ☐ Don't know

10. How has this pupil benefited socially from his experience in this program?
Explain:

Center for Urban Education
Summer School for Mentally Retarded Pupils
with Teacher Training Component-1967

Teacher-Trainee Questionnaire

The purpose of this questionnaire is to evaluate the teacher-training component in this summer school for CRMD pupils. We are particularly interested in your feelings, attitudes and opinions about your experiences as a teacher-trainee. Since the data will be used for research purposes only, please do not indicate your name on this form.

1. How did you hear about the program?
2. What did you expect to gain from this program?
3. To what extent were your expectations realized?
 - a. In full
 - b. In part

Explain:

4. How many hours did you spend in the classroom actually working with CRMD's? _____
5. Would you have wanted more time or less time in the classroom working with CRMD's?
 - a. More time
 - b. Less time

Why?

6. In your opinion, what were the major strengths of the training program?
Explain:
7. In your opinion, what were the major weaknesses of the training program?
Explain:
8. Describe your function in the training program.

9. Do you feel your role and function in the program was clearly defined for you?

- a. Yes
- b. No

Explain:

10. How would you rate the lectures?

- a. Not useful
- b. Moderately useful
- c. Useful

Explain:

11. If you had the opportunity to plan another summer CRMD program, what changes would you make in the teacher-training component?

- a. I would eliminate it completely
- b. I would continue it, but make the following changes

1. Deletions

2. Additions

Code _____
(Leave Blank)

Center for Urban Education

Summer School for Mentally Retarded Pupils
with Teacher Training Component-1967Project 11 - Consultant's Questionnaire for
General Classroom Observations

Observer _____ Type of Class _____

Lessons Observed _____ Date _____

DIRECTIONS: This questionnaire consists of sixteen multiple-choice items and six written-answer items. Read each question and decide which of the choices following each question best describes your opinion. Then check the one appropriate to your choice. If the question does not require a multiple-choice answer, answer in your own words the opinions you have formed as a result of your observation.

1. What was the size of the class? _____ Boys _____ Girls _____

2. How would you rate the attractiveness of the classroom?

- a. Very attractive. _____
- b. More attractive than usual. _____
- c. Of average attractiveness. _____
- d. Less than averagely attractive. _____
- e. Unattractive. _____

	Inadequate	Somewhat adequate	Satisfactory	Very adequate
3. Is the classroom free of hazards?				
4. Is the classroom clean?				
5. Is the classroom stimulating: Are the aids, corners and displays commensurate with the levels of the children's readiness and abilities?				
6. Are the charts, displays and bulletin boards graded to allow for individual needs?				
7. Are they purposeful, stimulating, and related to the work being done?				
8. Does the classroom contain enough charts and displays and centers for activities related to the subjects of instruction?				

9. How would you describe the classroom atmosphere in terms of discipline and in terms of warmth?
- a. Undisciplined and warm. _____
 - b. Undisciplined and cold. _____
 - c. Disciplined yet congenial or warm. _____
 - d. Disciplined and cold. _____
 - e. Overdisciplined yet warm. _____
 - f. Overdisciplined and cold. _____
10. To what extent have the children enhanced the class-room decor through art projects and related activities?
- a. A great deal. _____
 - b. A little. _____
 - c. Not at all. _____
11. In your opinion, to what extent does the art work of the students reflect an active and genuine interest on the part of the students in their environment?
- a. Very much so. _____
 - b. Somewhat. _____
 - c. Hardly at all. _____
12. How would you rate the pupils' overall interest and enthusiasm?
- a. Outstanding. _____
 - b. Better than average. _____
 - c. Average. _____
 - d. Below average. _____
 - e. Poor. _____
13. How do the pupils relate to their teacher?
- a. Very well. _____
 - b. Well. _____
 - c. Fairly well. _____
 - d. Poorly. _____
 - e. Very poorly. _____
14. How would you rate the pupils' over-all behavior?
- a. Most well behaved. _____
 - b. Somewhat, some poorly behaved. _____
 - c. Most poorly behaved. _____
15. How would you describe the over-all integration of the children into the activities you observed?
- a. Well integrated. _____
 - b. Integrated. _____
 - c. Poorly integrated. _____

16. How would you describe the over-all interrelationships among the children?

- a. Good. _____
- b. Average. _____
- c. Poor. _____

If your answer is option c., please explain why.

17. How would you describe the teacher's response to the range of pupil ability? Explain.

18. How would you rate the appropriateness of the lesson to the children's capabilities?

- a. Inappropriate. _____
- b. Appropriate. _____
- c. Very appropriate. _____

Explain.

19. Describe briefly the function and effectiveness of the Teacher-Trainee in the classroom. Indicate any recommendations you may have, if any, for improvement in this respect.

a. Function

b. Effectiveness

20. What were the major effective features in the classroom you visited. In answering this question, please consider methods of instruction, structure and organization of the class and the lessons, by subject areas and in general. (Consider also use of teaching aids; relevancy of lesson to pupil's learning level)

21. What were the major weaknesses in the classroom you visited. In answering this question, please consider again methods, structure, and organization of instruction, by subject area and in general.
22. What instructional innovations have you observed in this classroom. Describe briefly.

Appendix C

Staff List

Dr. David J. Fox, Evaluation chairman
Associate Professor
Director, Office of Research and Evaluation Services
Chairman, Department of Social and Psychological Foundations
School of Education
The City College

Mr. Nicholas Gaveles, Project Director
Research Assistant
Division of Teacher Education
The City University

Mr. Robert Miller, Research Assistant

Dr. Chris J. De Prospe
Professor
Program Head, Mental Retardation
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Dr. Jack F. Grosman
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Dr. Ruth Grossman
Assistant Professor
School of Education
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Dr. Theresa Woodruff
Associate Professor
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CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATIONS

S U M M A R Y R E P O R T

Date: November 1967

Project: Summer School Program for Mentally Retarded Pupils
 with Teacher Training Component

Evaluation Director: Dr. David J. Fox, Associate Professor
 Director of Office of Research and
 Evaluation Services
 School of Education
 College of the City of New York

and

Mr. Nicholas Gaveles, Project Director
Research Assistant
Division of Teacher Education
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Summer School Program for Mentally Retarded Pupils

With Teacher Training Component

The summer program for day and evening guidance centers for mentally retarded children and youth was a federally funded program which ran from July 5 to August 15, designed to provide counseling services for mentally retarded children in public and nonpublic schools. Although these children and their parents receive help during the regular school year, this was the first time they had a chance to avail themselves of a continuous guidance program.

The main objective of the program was to provide a continuous guidance program for mentally retarded children and their parents during the summer months when organized assistance was not routinely available. The services were to be available, also, to unemployed, out-of-school youth up to and including the age of 21, and priority was to be given to children residing in poverty areas. Supportive services were to be provided for unemployed young adults to help them in their initial adjustment to the world of work.

Data for the evaluation of the guidance Center program were obtained from interviews with eighteen guidance counselors and parents; observations of counseling sessions with parents and children; attendance figures; client records and written reports of three consultant-observers.

Five guidance Centers in each borough were available. All, with the exception of one (Richmond) were opened for both day and evening sessions. These Centers were rated adequately by the consultants in reference to the provision of a conducive atmosphere for counseling, although the poor location of some of the Centers in terms of distance from public

transportation and facilities were observed. Communication between day and evening sessions of each particular Center was extremely limited.

Publicity for the program could best be summarized as "too little too late." Pre-program publicity was initiated during the last week of public school when most parochial schools were already closed. Since early enrollment was low, an additional publicity drive through direct mailings to parents of retarded children helped recruit more clients for the Centers.

Concerning the background and training of the staff, although all counselors were trained and liscensed in guidance, only half had previous experience with retarded children. Counselors indicated during interviews that the pre-service orientation program was of little assistance to them and few counselors knew what to expect of the program. As might be expected, consultant's observations revealed that in general, those counselors with training and experience with retarded children were rated as being more effective than those staff members lacking such experience. Quality of the counseling was also related to the degree of continuity between the summer and regular year sessions and was most effective when counselors worked at Centers at which they worked both during the year and the summer.

A total of 437 children (four per cent nonpublic school children) and 656 parents were served by the summer guidance Centers. In addition, 27 parent workshops or group sessions with 161 participants were held. The majority of clients seen were "in-school" children. Counselor's assistance was found to be predominately of educational and vocational

guidance, with social and psychological counseling assuming a secondary position. It was apparent that the objectives of the program and the role of the counselor were widely interpreted by the staff.

Parental reaction concerning the program as evaluated by observers through interviews with parents was positive. For counselors too the general reaction was positive, with two-thirds of the counselors evaluating the program as worthwhile and the remainder concerned that the program did not reach enough parents. Many of the counselors reported that the lack of publicity and planning was a major weakness of the program.

The evaluation staff concluded that the guidance Center program's main accomplishment was the provision of an opportunity for parents of retarded children to discuss problems with guidance counselors and in many instances receive referrals to appropriate agencies. Lack of pre-program publicity, communication and coordination between day and evening sessions and the failure to provide for follow up for the clients of the summer during the year tended to limit the potential effectiveness of the program.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

EDUCATIONAL ENRICHMENT FOR DISADVANTAGED
INSCHOOL NEIGHBORHOOD YOUTH CORPS ENROLLEES
DURING THE SUMMER 1967

By E. Belvin Williams and Robert S. Tannenbaum
November 1967

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EDUCATIONAL ENRICHMENT FOR DISADVANTAGED INSCHOOL
NEIGHBORHOOD YOUTH CORPS ENROLLEES DURING THE
SUMMER 1967

E. Belvin Williams and Robert S. Tannenbaum

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Conducted under subcontract by the Behavioral Sciences Center.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

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CHAPTER I

INTRODUCTION

I. Description of the Program

The Neighborhood Youth Corps is a federal program designed to serve disadvantaged youths between the ages of 16 and 22. Since the summer of 1965 the New York City Board of Education has been providing, under Title I, a summer Educational Enrichment Program for Inschool Neighborhood Youth Corps Enrollees. The official Board of Education proposal described the function and goals of the Educational Enrichment Program for Neighborhood Youth Corps during the summer of 1967 as follows:

The Neighborhood Youth Corps enrollees will be given a work assignment for four hours each day funded by O.E.O. and an educational program for two hours under Title I ESEA. The enrollees will be in attendance at one of the neighborhood facilities for 30 hours per week for nine weeks. For the most part, the educational program will be ungraded and of a remedial nature. It will be built around what the enrollees are doing in their work assignments. This was successfully tried with a small group of Neighborhood Youth Corps enrollees in the Board of Education's program in the summer of 1965. It was continued in the 1966 summer program and received widespread attention and approval. In most cases, these programs will be conducted in neighborhood facilities of the cooperating Community Action Agencies which serve all youth of the city, whether from public or private schools (Haryou, Y.I.A., Community

Progress Centers). The enrollees' work assignment will involve them as recreational aides, neighborhood rehabilitation aides, clerical aides and nurse's aides.

A school librarian using a mobile unit will be assigned to the project to bring books and materials to and from the centers in which these programs will be located.

It is estimated that 115 teachers-in-charge and teachers will service approximately 6,000 students who will receive standard Neighborhood Youth Corps stipends. Title I will fund only the educational component.

CHAPTER II

Board of Education's Objectives of Program

The major objectives of the program are:

1. To provide intensive educational enrichment for disadvantaged youth enrolled in the Neighborhood Youth Corps for two months during the summer. The youth participating will return to school with improved skills and new objectives seeing school as a necessary link in a progression to a vocational goal.

2. An additional objective is to bring the teacher into a massive Community Action Program which would result in greater understanding of the neighborhood and the disadvantaged child.

Objectives of Participating Agencies

The Neighborhood Youth Corps program is administered through a variety of local community agencies. The educational program was run by both agency and Board personnel. The agencies participating in the Board of Education's educational enrichment phase of the Neighborhood Youth Corps program were:

- Manhattan: Mobilization for Youth
New York Mission Society
United Neighborhood Houses
Lower West Side Community Progress Center
Haryou-Act
United Block Association
- Brooklyn: Bedford-Stuyvesant Youth In Action
Fort Greene Community Progress Center
South Brooklyn Community Progress Center
Williamsburg Community Progress Center
Brownsville East New York Community Progress Center
Brownsville Community Council
- Bronx: South Bronx Community Progress Center
Hunts Point Community Progress Center
Morrisania Community Progress Center
- Queens: South Jamaica Community Progress Center, Building #22
Qualicap Community Progress Center

The participating community agencies formulated their own objectives for the educational enrichment phase of the Neighborhood Youth Corps program.

Following are the statements of goals and description of procedures for implementing the program of ten of the participating agencies; there were eighteen in all in the program.

A. United Block Association

Objectives:

1. To work toward the mastery of minimum essentials of grammar and correct usage. To project the need for reading skill as a basic academic tool. To help pupils master fundamental concepts of math. To improve the ability to communicate with others in oral and written expression.
2. To prepare "dropouts" for High School Equivalency Exam.
3. To further the business training courses our students received at Columbia University.
4. To prepare youth academically and socially for their lifetime occupations.

Implementation:

1. Individual instruction.
2. Panel discussion.
3. Field Trips.
4. Critical and recreational reading - pupils reading short news selections, biographical sketches, autodriver's manual.

Motivate with pivotal questions.

5. Problem solving.
6. Vocabulary development, written vocabulary drill.

Statistics on United Block Association Neighborhood Youth Corps

Program:

of Teachers: Board of Education - 5
Agency - 5

Approximate number of enrollees in program: 70

B. Mobilization For Youth

Objectives:

The improvement of the teenagers' self-image and the development of their psychological adequacy for employment and life in our society. In the short run to:

1. Provide money for the enrollees;
2. Get enrollees off the streets;
3. Build work habits.

Implementation:

Provide employment in meaningful, "important" job, under professional supervision - in a situation where there is respect for the individual as an individual and for his talents and potentials.

Note: Mobilization for Youth staff communicated to the evaluators that last year they were very dissatisfied with the remediation programs included and therefore there was to be no remediation (or almost none) this year. Only four Board of Education teachers were used in their program and these were involved in helping the teenagers teach English to newly arrived Puerto Rican families.

C. Greater New York Community Council

Objectives:

1. To develop a healthy attitude toward self.
2. To change attitude toward school and teachers - to develop a healthy attitude toward both.

3. To develop a healthy attitude toward vocation.
4. To raise level of expectation for future vocation.
5. To relate to people positively.

Implementation:

1. Individual conferences.
2. Group discussion.
3. Tutoring.
4. Guest speakers.
5. Trips.
6. Audiovisual aids.

D. Lower West Side Community Progress Center

Objectives:

1. Provide review of material with which the students have not been successful.
2. Provide preview of subject areas with which they will be involved.
3. Raise reading levels for low level readers.
4. Through instruction reduce instances of failure in subject matter for the following school year.

Implementation:

The 300 enrollees who are not assigned to jobs in city agencies or in community action programs will be released from their jobs for one hour per day to attend tutorial sessions in areas of academic weakness. The following methods will be used:

1. Small groups - a program, if possible, where 10 students will be assigned to one teacher.

2. Individualized instruction.

3. Team teaching within subject areas.

E. New York City Mission Society

Objectives:

1. To improve self-image of the enrollee.

2. Raise achievement levels in reading and math - to make enrollee aware of his needs in these subjects.

3. To show the enrollee steps to be taken for his improvement.

4. To be able to show the enrollee his own progress.

5. To set up expected goals for enrollee and help him achieve them.

Implementation:

1. Four hours of instruction in remedial reading and in math weekly.

2. Groups no larger than five.

3. Flow sheet approach in both areas.

4. Extensive testing.

F. Brownsville - East New York Community Progress Center

Objectives:

1. To provide enrollees with remediation.

2. To increase proficiency in reading and math.

3. To train students in job skills.

4. To broaden students' understanding of their heritage.

In general, to provide enrollees with pay, work experience, and remediation; to ensure that they continue their education; and to encourage higher education.

Implementation:

1. Individual tutoring.
2. Group discussion.
3. Group tutoring.
4. Sociodrama.
5. Work Experience.

G. Haryou-Act

Objectives:

Cultural enrichment for youths of Harlem area. To motivate youths to develop a need and a desire for learning.

Implementation:

Specific approaches are interlocked with broad aims and will be determined by teacher's observations.

H. Hunts Point Community Progress Center

Objectives:

1. To evolve an interest in further developing socially acceptable and meaningful activities.
2. To improve attitudes toward formalized learning through improving basic skills.

3. To develop a better rapport between enrollees and educators, to enable them to exploit to the maximum opportunities for better self-development.

4. To furnish opportunities to the enrollees for developing the necessary criteria enabling them to make more valid self-directed decisions.

5. Improve interest in continuing schooling.

6. To develop in staff members greater insight and understanding of the neighborhood and of the disadvantaged child.

Implementation:

1. Group discussion.
2. Testing and remedial instruction.
3. Explaining (to develop awareness of) the opportunities offered by school and the society as they relate to the furthering of an enrollee's immediate goals and future achievements.
4. Group guidance and individual counseling.

I. United Neighborhood Houses

Objectives:

1. To identify in-school enrollees who are in the greatest need of educational services.
2. To provide educational services to enrollees in reading, mathematics, and English - raise reading and math levels as much as possible.

3. To try to help enrollees stay in school.
4. Make enrollees aware of community resources to enable them to gain access to them.

CHAPTER III

IMPLEMENTATION OF THE PROGRAM

Five hundred enrollees were tested at the beginning of the summer program. In the second week of July, the Metropolitan Achievement Test, Intermediate form was administered. All of the lower 250 enrollees fell below the 7th grade reading level, or at least two years below their actual grade level. It is hoped that, by the end of the program, these youth will be up to the 8th grade level or above, the minimum requirement for high school graduation. The concentration of the program is on reading, though there is some work in math, the sciences, etc. There is individual tutoring for nonreaders.

The materials used in this program vary but are mostly Board of Education supplied. Widely used is the SRA reading kit which has proved to be extremely effective. Paperback books are also supplied in many areas of interest and in the past have proven to be well accepted and used by the youths. Other materials include work games, individually constructed materials, etc.

In addition the aims were:

1. To give enrollees experience in an actual job situation.
2. Offer opportunity to earn money.
3. Teaching triad program (college students aiding enrollees in teaching elementary school children).

4. Experimental program of programmed instruction.

The agency served about 1500 enrollees.

J. Fort Greene Community Progress Center

An attempt was made:

1. To provide enrollees with training related to their summer work assignment.
2. To provide enrollees, through work-oriented remediation, with basic educational skills.
3. To instill awareness of and pride in one's own cultural heritage.

CHAPTER IV

PROBLEMS OF DIVERSITY OF PROGRAM OBJECTIVES

From reading the objectives stated by the Board of Education and by the individual agencies it is apparent that unity of purpose is lacking. Most of the agencies involved have strong philosophical and professional orientations of their own and frequently differ in their approaches to common problems.

From the point of view of the evaluation, this diversity of program objectives and methods of implementation represents a serious problem. This situation existed during the program's previous year of operation and was clearly identified in the 1966 evaluation conducted by B. Peck et. al.

Apparently no official accommodation was made by any of the cooperating institutions since then. However, the fact that the Board of

Education elected to participate again with the agencies in the program seems to imply tacit acceptance by the Board of the diversity of program objectives.

While it is true that this disparity among the goals is essentially not a qualitative one, because the ultimate goal of all the agencies and of the Board of Education is (in the long run) to improve their clients' potential for a productive, personally satisfying, and socially useful life, the differences in approach did cause some serious problems. Lack of clearly defined and agreed upon objectives added to friction between Board of Education and agency personnel, impairing efficiency, and hampering evaluative efforts.

CHAPTER V

OBJECTIVES OF EVALUATION

The purpose of this evaluation was to determine to what extent the program in question achieved its stated objectives. However, the variety of program objectives was not known to the evaluating team in advance, but was encountered during the course of the evaluation.

Since the previous year's evaluation discussed this difficulty fully, the evaluators had assumed the situation would be rectified in the program's second year of functioning. What the evaluators had anticipated was to conduct an evaluation as outlined in the official Board of Education program proposal. That document specified the evaluation objectives and measures to be used as follows:

Objectives	Method of Assessment
<hr/>	
1. To determine the extent to which enrollees have received tutoring in the fundamental academic skills.	a. Teacher questionnaires b. Enrollee questionnaires and interview c. Reading and mathematics tests on a sample of the enrollees
2. To determine enrollee's growth in attitude toward school and its relation in achieving vocational goals.	a. Teacher rating scale b. Enrollee questionnaire and interview
3. To determine the extent of enrollee's appreciation of the need for improving his attitude toward self and society.	a. Teacher appraisal b. Enrollee interview
4. Reactions of supervisory and instructional participants in the program.	a. Questionnaires and interviews.

These goals and procedures are appropriate and adequate--unfortunately no provisions were made to enable their execution.

As in the previous year (see program evaluation for summer of 1966 by B. Peck et. al.), no provisions had been built into the program's operation to allow for collecting of material and data for evaluation. Arrangements for an evaluation had to be made while the program was already underway, so that no before-and-after testing techniques could be utilized. Lateness of funding (discussed later in the report) created a situation of severe time pressure--it did not allow for the normal amount of time for evaluation design, it did not allow for any pre-planning on the part both of program administrators and evaluators.

Some of the agencies did administer diagnostic and/or before-and-after reading ability tests to some or all of their enrollees. Unfortunately--because the data were processed too late for inclusion in evaluation or because of a lack of agency cooperation--the evaluating team did not have access to these data.

As a result of these circumstances, the evaluation utilized only a portion of the methods outlined by the Board of Education. Even with this limitation, the evaluation meets most of the objectives spelled out in the Board of Education proposal. However, it depends on data that is qualitative rather than quantitative--that is, data based on observation, personal interviews, and respondents' estimates of the effectiveness of various features rather than on precise measurements or performance tests of any kind.

A. Description of Method

Eighteen agencies participated in the educational enrichment program for disadvantaged in-school Neighborhood Youth Corps enrollees. Of these, two were visited and studied intensively during the course of the study, and all agencies were surveyed via questionnaires.

Evaluators visited various sites at which the educational program was conducted. They conducted personal interviews with a total of 55 enrollees, crew chiefs, and agency and Board of Education program staff at all levels.

The evaluators also attended the weekly meetings of all the curriculum specialists engaged in the program. A teacher questionnaire was developed and mailed to the 110 Board of Education teachers involved in

the educational enrichment phase of the Neighborhood Youth Corps summer program. (Curriculum specialists were not included in the mailing.) Completed questionnaires were received from 31.6 per cent (39) of the teachers.

The questionnaire sent to the 18 participating agencies covered the areas of program objectives and planned method of implementation. Replies were received from nine agencies.

By these means, information was gathered on the following areas:

1. Teachers' estimates of academic gains made by students through participation in the program.
2. Estimates of improvement in students' attitude toward schooling in general.
3. Teachers' goals for the enrollees.
4. Courses/subjects actually taught by the teachers.
5. Problems encountered during the course of the program.
6. Teachers' perception of program's strengths and weaknesses.
7. Appraisal of the program's effectiveness and its strengths and shortcomings by selected agency and Board of Education personnel through personal informal interviews and their overall reactions to the program.

An analysis of the data collected is presented in the following chapters.

Chapter IV

OVERVIEW

It is fairly difficult to assess the effectiveness of the educational enrichment phase of the Summer Neighborhood Youth Corps program -- as it is with almost any special action program. Some of the positive results of this program (and similar ones) fall into the area of intangibles; i.e., results that are not measurable, not quantifiable in any precise manner.

Consequently, the evaluation had to deal with material that is by its nature subjective. The evaluators were most conscious of this reality, and made every effort to achieve balance and objectivity to the degree that this is possible.

The 1967 Summer Neighborhood Youth Corps program serviced approximately 40,000 youths in the New York City area. Of these 5,000 were enrolled in the Board of Education educational enrichment phase of the program.

In the educational program, the enrollees were offered a remarkable variety and scope of subjects and activities. Depending on their needs, the enrollees were offered courses in remedial reading and arithmetic, in biology, poetry, physics; world, Negro and American history; language arts, industrial arts, current events, social studies, geometry, typing, Spanish, vocabulary development and English literature, among others. The enrollees also partici-

pated in special programs and projects involving playwriting and play production, fashion shows, field trips, parades, exhibits of African fabrics, as well as specialized films and lectures.

The evaluation might be summarized briefly as follows:

A. The program (1) filled a definite need, (2) was viable, (3) was moderately successful, (4) contained potential for future success.

B. The functioning and effectiveness of the program were severely handicapped by a number of avoidable problems. Probably the most damaging of these was: (1) lateness of funding. Other handicapping features were: (2) multiplicity of goals -- which seemed to be greater than what might be deemed desirable for program flexibility; (3) friction between the Board of Education and some of the administering agencies; (4) lack of coordination between the various elements of the Neighborhood Youth Corps and educational programs, sometimes occasioned by poor planning and/or lack of communication, and sometimes by negative attitudes on the part of the agency.

For many youngsters this program provided a positive experience with education. For a segment of the population, it provided the motivation to continue and complete their schooling and/or to make meaningful vocational plans. For the majority, the program offered something of value in academic, educational terms. For the great bulk it offered something of value emotionally, in as much as the very existence of the program was evidence that somebody cared.

Beyond these generalities -- it is much easier to specify the program's shortcomings than its achievements, because in interviews and informal discussions program personnel tended to focus their comments on problems.

The evaluation relied mainly on interview and observational data. The first part of the findings deals with material obtained through personal and informal interviews. A shortcoming of such data is that the respondents are often problem-oriented -- that is, they don't address themselves to what is functioning smoothly but rather to the problems they are confronting -- which is the reason the section on Findings opens with "Program Handicaps."

Chapter VII

FINDINGS

Program Handicaps

A. Lateness of Fundings

The two prongs of the program -- Neighborhood Youth Corps and Board of Education educational enrichment -- were funded through different federal agencies. In both cases funding was delayed -- and was not actually confirmed until just a few weeks before the program was to be in operation.

Until funding was confirmed, all plans and commitments in the program had to be considered tentative. Recruiting, staffing, training, screening, and planning were postponed to the point that, when carried out, they could not be given the attention necessary to insure the success of the program. In effect, the lateness of funding at the very onset of the program, generated a chain of problems each of which tended to breed other difficulties.

1. Recruiting and Hiring of Teachers and Agency Staff

The letter to the district superintendents announcing the Board of Education In-School Enrichment Program and instructing them to "Please forward the application to persons who wish to apply for one of the positions in the program and whom you or a principal wish to recommend (see Appendix B)," was dated May 30, 1967. Formal re-

cruitment did not begin until June, by which time most teachers had already made summer plans.

The letter also stated the "applications must be returned... by June 10, 1967, and (applicants will be notified) by June 26, 1967 (see Appendix B)." Thus, the recruiting and applying procedures were allowed ten days, and the entire processing period was limited to 16 days. Comments made by program personnel to the evaluation staff indicated clearly that this was insufficient time to evaluate properly, as well as process, applicants for 125 positions. Under these circumstances, little more than a cursory appraisal of applications could be given and no in-depth interviewing could be conducted. Similar problems were encountered by the participating agencies.

One agency began receiving unsolicited applications as early as January from all parts of the nation. Two staff members took on the task of replying and interviewing on their own time, in addition to their regular duties. No compensation was available for this work as the project was not yet funded. It is the evaluator's conclusion that success of the program as a whole is largely dependent upon preliminary activities such as these, which were not allowed for under the present financial and administrative structure.

2. Payment Delays to Enrollees and Program Personnel

Again due to lateness of funding, salary checks for both staff members and enrollees were delayed in some cases as long as four weeks. There was also confusion about the compensation to be received. These

difficulties in running the program did not help to foster a feeling of confidence among the enrollees. It also put the staff in a curious position -- the people engaged in "teaching" these youths how to cope with the world were themselves placed in a position of seeming helplessness and powerlessness when it came to helping their charges get their checks on time.

3. Inadequate Screening Procedures

The delay in initiating the program resulted in cursory and inadequate screening procedures of potential enrollees. According to the criteria for enrollment, out-of-school and non-poverty students were ineligible for the program. In some cases, enrollees were accepted who were not qualified under the regulatory criteria. Figures reported to the evaluation staff by one agency give the following results: of the 35 sites, 31 had "out of school" enrollees; in all, 338 of the 1,373 participants did not officially belong in the program because they did not meet the "in-school" criterion.

Similarly, hasty screening was conducted with regard to family income level. The evaluation staff was told that a broad interpretation was being given to the term "poverty level." Whereas the reason given for this liberal interpretation was "the high cost of living in New York City," in actual fact officials of the project related that lack of time and money prevented them from thoroughly checking income figures.

The problem of insufficient time was exemplified in detail by

one agency. Approximately three days were available to process over 2,000 applicants. The processing was done by a staff with the equivalent of two days training, which did not include any type of counseling instruction. Due to the number of applicants and the small size of the staff, each interview was limited to approximately twenty minutes. The major part of this brief period was devoted to filling in the required forms.

Inadequate lead time resulted in job sites not being selected in time, and in screening personnel having only a sketchy knowledge of those sites already established. No standardized testing was performed to assist in placing applicants (e.g., interest or skills tests). Placement was handled primarily by newly hired crew chiefs (college students), some of whom had no previous experience either with the program or with teenagers from economically impoverished backgrounds.

The difficulties created during the screening period were such that 25 to 50 per cent of the time of some programs was spent trying to straighten out problems generated during the initial stage.

4. Insufficient Lead Time for Establishing Job Sites and Work Programs

Of primary importance to the Neighborhood Youth Corps program is the job site. The statements made by agency personnel, concerning the job site were, "It must be carefully sought out;"¹ "It must

¹Personal Communication from Neighborhood Youth Corps Personnel to the evaluation team during interviews.

be structured and well supervised;"² "There must be one and only one person from the job site who is in charge of the enrollees--to whom they can relate--and he must be carefully picked;"³ "The crew chief must fit the site"⁴ -- all point out a number of essentials to be considered. But the actual time allotted to the task of choosing job sites was from one to two weeks. The consensus of Neighborhood Youth Corps personnel interviewed was that more time and attention should be given to this task.

Due to the rush to meet the pre-program deadlines, some enrollees were unable to get jobs until several weeks after the program started. Others reported unsatisfactory experiences at their job sites due to improper assignment and lack of organization. For example, a number of enrollees were employed in housing projects. Their duties were to have been the supervision of recreational activities, but in fact turned out to be primarily janitorial. Difficulty in relating to supervisors and in interpersonal relations was also reported. For those who had bad work experiences, little if any progress was observed in educational areas.

5. Insufficient Time for Training Staff

Mention has been made of the insufficient time available to prepare staff members for screening and placement. It should be

²Personal Communication from Neighborhood Youth Corps Personnel to the evaluation team during interviews.

³Ibid.

⁴Ibid.

noted also that there was not enough time for training crew chiefs (about three days), program supervisors (about three days), teachers (one meeting), and teachers-in-charge (two meetings).

The problem of multiplicity of goals has already been discussed in the introductory chapter. It is recognized that diversity of goals may not actually be a shortcoming in the program and therefore cannot be dismissed categorically. It must be remembered that purely academic approaches have not worked for many of these students who have for years been exposed to "traditional" education and responded by falling below national norms in academic areas. Tailoring a program to meet the specific needs and aspirations of enrollee groups may indeed be a worthy approach, although it may not permit mass improvement in any one subject.

However, the one area in which disparity of program objectives was of definite detriment in the operation of the program (apart from evaluating it) was in creating or adding to already existing friction between Board of Education teachers and the administering agencies. In other words, diversity of goals represented a handicap to the program's functioning when the various staffs were following different objectives, working at cross purposes.

A. Negative Attitudes Toward Board of Education or Attitudes of Participating Agencies

A frequently recurring theme in interviews with and conferences

among program personnel was the hostility (explicit or just-below-the-surface) of some of the agencies toward the Board of Education--and, by extension, toward the educational enrichment program.

The negative attitudes of the agencies reflected in some measure the prevailing attitudes toward the Board of Education in the communities where these agencies function. The lack of acceptance of the Board of Education by some segments of these communities is a known fact. What the genesis of such attitudes is is not relevant to the present evaluation--what is relevant is that friction between the agencies and the Board of Education served to disrupt the flow of communication and generally to hamper the functioning of the educational program.

The local agencies generally feel that they are "closer" to the communities than many other social and service organizations. Thus, according to the agencies, even if an agency did not have a negative attitude toward the Board, it was problematic for the agency to work with, or express support for the Board because such an association might weaken the agency's position in the community. (The evaluators are not taking the position that that would have been the case. They are only reporting what seemed to be operative in the situation.)

Another consideration that appeared to motivate some agencies was the willingness to encourage a strong local presence of the Board of Education. It is difficult to assess any individual's

motives, and it seems more difficult to assess those of the agencies involved. What was observable were a few successful attempts to downgrade the Board of Education's phase of the Neighborhood Youth Corps program, with the result that the administering agency maintained complete control and received complete credit for all achievement.

The evaluators do not wish to imply the agencies acted out of "selfish motives." Most agency staff members encountered were highly motivated, hard working, dedicated individuals. It appeared that all agencies acted in good faith--that is, they genuinely sought to do what, from their point of view, was best for their clients. But their conception of this goal did not embrace the participation of the Board of Education.

From the discussion thus far it might appear that the agency-Board of Education hostility was a one-way transaction. That was not the case. Some Board of Education personnel entered the program with matching negative attitudes toward the local agencies. These persons prejudged the situation in that they expected the agency personnel they would have to work with to be deficient in a variety of ways. There was a small proportion of Board of Education teachers who rejected the agency staff since they did not perceive the staff as being professional educators. From the point of view of this group of teachers, the strong motivation and high ideals of the agency people were no substitute for professional

training and educational experience. (This lack of esteem aggravated by occasional personality clashes, led to several conflicts in the educational program.) To the evaluators, this aspect of the program represented a regrettable waste of human resources. Two parties with basically the same objective--the improvement, socially, emotionally and academically, of the program enrollees--were in some instances embroiled in a conflict over means to this end.

But there is a further piece to be added to the picture: that the Board of Education is following a wise and beneficial course by taking its resources to the community and placing them at the community's disposal. The following comment, made by one of the program teachers, expresses this point eloquently:

The most impressive result, as I see it, will be the impact this program has made upon the community agencies. The hostility in the community toward the Board of Education is an open secret. To the degree that this program has come into contact with the community through its agencies we have succeeded in presenting something of a different image. There are flaws in this program that will draw due criticism. In spite of this, the response of the agencies indicated by their cooperation and stated approval has been positive. An aspect of this reevaluation of the Board has been the willingness of the teachers to adapt and to give of themselves freely and far beyond the expectations of the agencies. In addition, this indication of the concern of the Board for community development has been most salutary.

C. Relevance of Job Assignment to Educational Program

Given its mandate, this evaluation is not concerned with the noneducational aspects of Neighborhood Youth Corps Program. However,

it was observed that successful job placement bore a positive relationship to enrollees' participation in the educational program. In those instances where the job assignments were unsatisfactory or unsuitable, the enrollees either failed to continue in the education program, or continued without motivation or interest. For the success of the educational program, as well as for the benefit of the enrollees, it is desirable therefore that the vocational assignments be made with great care. Adequate time for setting up job sites, training crew chiefs, screening applicants' interests, etc. are essential in achieving that end.

D. Educational Materials

The most often and most positively mentioned item in the program was the availability of paperback books. Beyond that there were no materials used universally in the program. One observation in this regard seems worthy of note:

The quality of educational materials should be more carefully reviewed, particularly those readings designed to describe the historical contributions of various ethnic groups. A positive attitude and good will are not sufficient as a substitute for competent scholarship in the areas of American Negro and Puerto Rican history. All renditions of the historical events relevant to these groups are not equal in literary content. If students are to gain some appreciation of the contributions made by histo-

rical figures and the circumstances in which Negro or Puerto Rican notables have labored, then the written materials should be (1) worth reading, (2) accurate and (3) more than a superficial presentation.

E. Questionnaire Results

Questionnaires were mailed to all 108 Board of Education teachers involved in the educational phase of the Neighborhood Youth Corps program. Of these, 37 teachers (34 per cent) returned completed questionnaires, and this section of findings presents the tabulated data obtained from them.

Judging by the responses of the teachers assigned to the program, it can be reported that in spite of its shortcomings, the educational program was successful in providing something of value to the majority of the enrollees. This finding may be accepted even though the teachers' judgments of the program's effectiveness were perforce subjective, and probably influenced by their own involvement in it.

Asked "In how many of your students did you observe academic gains during the summer?" almost half of the 37 teachers (46.9 per cent) report gains in upwards of 50 per cent of the students, and an additional 31 per cent report gains in between 31 to 50 per cent of their students (see Table 1). Only 12 per cent judged that less than 30 per cent of their students made any academic gains. More

than half (53 per cent) of these estimates are based on the students' performance on some tests, which the teachers (but not the evaluators) had access to. In addition, more than half of the teachers mention interviews with their students as the basis of their estimate. The bulk (73 per cent) also mention personal observation as evidence on which they based their estimate.

Table 1

Teachers' Estimate of Per Cent of Students Who Made
Academic Gains During the Summer Program

<u>Per Cent of Students</u>	<u>Per Cent of Teachers Estimating</u>
0 - 15	6.2
16 - 30	6.2
31 - 50	31.3
51 - 70	18.8
71 - 90	21.9
90 or over	6.2
Can't estimate/ No answer	9.4

Evidence on Which Estimate Was Based, By Per Cent*

Personal Observation	73.3
Test Results	53.3
Interview with Student	56.7
Evaluation by Student	3.3

* Column adds to more than 100 per cent because teachers relied on more than one kind of evidence.

When asked "In how many of the enrollees did you observe improvement of attitude toward school, academic work, remaining in school, etc?" all the teachers report noticing such improvement in at least a portion of their students (see Table 2. Five out of ten teachers estimated that between 16 and 50 per cent of their students improved their attitude as a result of the participation in the summer program. One out of ten felt they could not make an estimate. Most of the teachers (82 per cent) based their estimates on "interviews" (in most cases probably on informal conversations), supported by personal observation (73 per cent).

The estimates made by the teachers appear reasonably realistic-- only 6 per cent claim that over 90 per cent of their students made academic gains, and about one fourth say that over 90 per cent improved their attitude toward school and teachers. But the teachers did feel that sizeable proportions of their students experienced these benefits.

Table 2

Teachers' Estimates of Per Cent of Students Whose
Attitude Toward School and Teachers Has Improved
During the Summer

<u>Per Cent of Students</u>	<u>Per Cent of Teachers Estimating</u>
0 - 15	--
16 - 30	16.2
31 - 50	18.9
51 - 70	13.5
71 - 90	21.7
90 and over	18.9
Can't estimate/ No answer	10.8

Evidence on Which Estimate Was Based, by Per Cent*

Personal Observation	73.5
Test Result	8.8
Interview with Student	82.4
Evaluation by Student	5.9

* Column adds to more than 100 per cent because teachers relied on more than one kind of evidence.

About half of the teachers felt that, relative to their regular students, the enrollees were highly motivated to learn (see Table 3). Only 8 per cent thought the enrollees' motivation was low in comparison to students they taught in regular session, and almost three out of ten teachers considered both student groups the same in this respect.

Table 3

Teachers' Appraisal of Enrollees' Motivation
in Comparison to Students in Regular Session

<u>Choice of Rating</u>	<u>Per Cent of Teachers Estimating</u>
Very High	10.8
High	37.9
Average	27.0
Low	5.4
Very Low	2.7
Some Very High, some Low	8.1
Could not compare	8.1

The diversity of program goals among the participating agencies is partly reflected in the responses of the teachers to the question, "What were your goals for the enrollees you saw?"

Less than half of the teachers named as their goals improvement of reading ability, about one-third improvement in mathematics, about one-fourth counseling the enrollees about educational opportunities, 21 per cent mentioned improvement of enrollees' attitudes toward schooling, another 21 per cent aiding in strengthening enrollees' egos and positive self-image, etc.

Table 4 shows the per cent of teachers who mentioned each goal, and also shows each item in relationship to all goals mentioned. This second way of presenting the data reveals even more clearly the absence of any single dominant objective.

Not everything about a project can be determined from its stated goals. It maybe possible that some of the teachers were not even familiar with the official Board of Education objectives and adopted as their goals those of the agency with which they worked--or possibly some teachers may have formulated their own goals.

Table 4

Teachers' Ratings of Most Important Goals

<u>Goal</u>	<u>Per Cent of Teachers Mentioning This Goal</u>	<u>Per Cent of All Goals Mentioned</u>
Improve reading abilities of enrollees	47.8%	21.5%
Improve basic math abilities of enrollees	31.6	14.3
Counsel enrollees re: educational opportunities	26.4	11.9
Help build the enrollees' egos and self-images	21.0	9.5
Improve enrollee attitudes towards school, teachers, etc.	21.0	9.5
Give enrollees vocational information	10.5	4.8
Encourage and develop group communication	10.5	4.8
Teach Negro history and culture	10.5	4.8
Teach current events	10.5	4.8
Improve enrollees' ability to organize ideas	7.9	3.5
Miscellaneous*	23.7	10.7

* Give work experience, have enrollees earn money, teach about U.S. government, learn how to take tests, learn to use a library, teach Spanish culture, teach industrial arts, teach typing and clerical practice.

Table 5

Subjects Taught In Educational Enrichment Program By Teachers Surveyed

<u>Subject</u>	<u>Percent</u>	<u>Subject</u>	<u>Percent</u>
Reading (Net)	65.6	Creative writing/ written expression, English composition	12.5
Reading skills	25.0	American history	9.4
Remedial reading	18.8	Career information, vocational guidance	9.4
Reading comprehension	18.8	English literature	6.3
Language arts	15.6	Biology	6.3
<u>Mathematics (Net)</u>	<u>62.5</u>	Physics	6.3
Basic arithmetic math	40.6	Discussion techniques	6.3
Remedial math	9.4	Poetry	6.3
Algebra	18.8	Spanish (as a foreign lang.)	6.3
Geometry	9.4	Health/hygiene	6.3
Negro history & culture	18.8	Economics	3.1
Vocabulary development	15.6	World history	3.1
Social counseling, guidance	12.5	World geography	3.1
Educational counseling, guidance (goals, study habits, test preparation, etc.)	12.5	Music	3.1
Social studies/ current events & problems	12.5	Negro drama	3.1
		Consumer education	3.1
		Industrial arts	3.1
		Spanish (as first lang.)	3.1
		Clerical skills	3.1
		Typing	3.1
		Office Procedures	3.1
		Taught students how to teach Spanish	3.1

In practice, however, there was somewhat less anarchy than would appear from a reading of the objectives. An analysis of the teachers' listing of the subjects they actually taught (see Table 5) shows that the majority (65.6 per cent) taught reading in one form or another--25 per cent list reading skills, 18.8 remedial reading, 18.8 per cent reading comprehension, and 15.6 per cent language arts. In addition, 15.6 per cent taught vocabulary development and usage, 12.5 per cent taught English composition or creative writing, and 6.3 per cent English literature.

Over six out of ten of the teachers also taught some form of mathematics, 40.6 per cent taught basic math (arithmetic), 18.8 per cent taught algebra, 9.4 per cent taught geometry, and another 9.4 per cent taught remedial math.

In addition to these courses, the teachers taught an impressive and varied array of other courses. About 20 per cent taught Negro history and culture, a few taught physics, others taught poetry, discussion techniques, biology, and social studies. Some used class time for vocational counseling or for educational and/or social guidance. The subjects taught ranged from basic to advanced, from academic to utilitarian, depending on the needs of the situation and the orientation of the administering agency. There was no reason to doubt that, to some degree, all were worthwhile and helpful to the enrollees' development. However, the evaluation was not conceived to deal with such a diversity in subjects, and

consequently must depend on the teacher's evaluation of the effectiveness of all of these activities (discussed in Table 1).

Most of the responding teachers (32 out of 37) had taught or tutored in the program, at least for part of their time (see Table 6). Only half of the teachers surveyed named only teaching or tutoring duties. Twenty per cent had supervisory or administrative duties besides teaching, about 13 per cent named guidance and counseling activities in addition to teaching, and another 13 per cent were engaged in supervisory, liaison, and programming activities exclusively.

Table 6

Duties of Teachers in the Program

Teaching/ Tutoring	51.4
Teaching plus Guidance Counseling	13.5
Teaching plus Administrative/ Supervisory	21.6
Non-Teaching: Supervise, Set up Program, Library Liaison	13.5

The figures in Table 7 indicate that most of the teachers balanced their time fairly evenly among their nonteaching activities.

However, the time allowed for and spent on preparation (lines 1 and 2) appears somewhat inadequate by normal standards. During the regular school year, teachers get at least one preparation period for each five teaching periods, that is, 17 per cent of their total time was for preparation. Usually they needed (and often received) far more preparation time, especially for difficult or special assignments. During the summer program, 62.2 per cent of the teachers spent no more than 15 per cent of their time on class preparation, only 10 per cent spent more than 30 per cent of their time on preparation. This suggests that most teachers were not able to prepare thoroughly or that they were doing so on their own time.

Table 7

Proportion of Time Teachers Report Spending on Each Task

<u>Duty</u>	<u>Per Cent of Time</u>					<u>No Ans.</u>
	<u>0-15%</u>	<u>16-30%</u>	<u>31-50%</u>	<u>51-75%</u>	<u>75-100%</u>	
Class Preparation	62.2	16.2	5.4	2.7	2.7*	10.8
General Preparation	51.4	13.5	10.8	2.7	-0	21.6
Teaching (group)	16.2	5.4	13.5	27.1	18.9	18.9
Tutor (3 or fewer students)	37.9	27.0	8.1	10.8	8.1	8.1
Staff Conferences	62.2	13.5	8.1	2.7	2.7	10.8
Special Assignments	51.4	5.4	8.1	2.7	2.7	29.7

* These per cents are probably errors due to misreading of the question, since these respondents' lists totaled well over 100 per cent of their time.

The majority of the teachers (86.8 per cent) agreed that the areas with the most obvious deficiencies were those of reading skills (see Table 8). In addition, 56.7 per cent considered the enrollees most seriously deficient in mathematics, 26.6 per cent in spelling, and 23.4 in general social skills. Other areas of learning deficiency were mentioned by fewer teachers.

The absence of greater spelling deficiencies is surprising, but may be explained by their being overshadowed by the reading problems.

The relatively low number of "general social skills" deficiencies noted may also be somewhat misleading. Both teachers and curriculum specialists reported in interviews and conferences that many of the enrollees did not know how to dress for a job interview, let alone how to fill out a job application. Many more reported enrollees having problems in communicating in groups and even as individuals. In some cases, according to the interviews, these problems were very skillfully turned into the topics for lessons. This type of practical, job- and life-oriented teaching was evaluated very positively (by the teachers and curriculum specialists) and should be encouraged and expanded.

Table 8

Enrollees' Learning Deficiencies Considered

Most Obvious by Teachers

<u>Area of Deficiency</u>	<u>Per Cent of Teachers Reporting this Deficiency</u>
Reading skills	86.8
Mathematics	56.7
Spelling	26.6
General social skills	23.4
Speech	10.0
Writing	6.7
Study Habits	3.3
Map reading	3.3
Measuring	3.3
Personal hygiene	3.3

Almost half of the teachers (45.9 per cent) reported that they did encounter difficulties with irregular attendance. In the majority of cases the teacher attributed this situation to shortcomings in the Board of Education's program coordination and/or because of negative attitudes on the part of agency personnel.

The specific reasons the teachers gave for enrollees' irregular attendance are listed in Table 9. It was not possible to ascertain

to what extent the teachers' perceptions and interpretations of the situation were objective or accurate. Their comments were confirmed by certain observations made by the evaluators throughout the course of the program, which are discussed elsewhere in this report.

Table 9

<u>Problems With Irregular Attendance</u>	<u>Per Cent</u>
Yes	45.9
No	54.1
 <u>Reason For Irregular Attendance</u>	 <u>Per Cent*</u>
Lack of coordination in agency/ Board of Education programming. Field trips	35.3
Enrollees personal & home problems	23.5
Changes in job sites	17.6
Lack of interest & erratic habits of enrollees	17.6
Confusion/ chaos/ poor planning by agency	23.5

* Column adds up to more than 100 per cent because the teachers relied on more than one kind of evidence.

The experiences of the teachers varied considerably with regard to enrollees' attendance (see Table 10). For example, some reported that they "saw daily" between one and ten students; others saw between 51 and 75 students daily. In some instances, teachers

reported great variation in attendance (discussed earlier); others saw the same number of students from beginning to the end of the program. By and large, it would appear that there was considerable fluctuation in attendance, judging by the figures in Table 10. For example, 62.2 per cent saw more than 75 students in the course of the program--but only 21.6 per cent saw this number of students "regularly," and only 32.5 per cent saw this number of students during a week.

The most typical teaching load was seeing 11 to 30 students per day--40.6 per cent of the teachers report these figures. Two out of ten teachers saw only between 1 and 10 students daily. Over one-third of the teachers saw upwards of 31 students on an average day.

Only 14.3 per cent of the teachers encountered no problems in the program (see Table 11). The great majority most often specified some difficulty in Board of Education-agency relations as the hampering problem. Lack of planning, cooperation and communications were highest on the list; other problems mentioned were lack of physical facilities and equipment, belated funding, improper screening of enrollees, poor materials, and poor teacher-student ratios.

Table 10

Number of Enrollees Taught During Summer

	<u>1-10</u>	<u>11-30</u>	<u>31-50</u>	<u>51-75</u>	<u>over 75</u>	<u>No Answer</u>
Total you saw during summer	10.8	10.8	8.1	5.4	62.2	2.7
Average you saw in a week	8.1	29.7	8.1	16.2	32.5	5.4
Number you saw more than once	13.5	27.0	5.4	10.8	37.9	5.4
Number you saw more than 5 times	24.3	18.9	16.2	2.7	29.8	8.1
Number you saw regularly	13.5	29.8	16.2	10.8	21.6	8.1
Number you saw daily	24.3	35.2	13.5	16.2	5.4	5.4
Maximum you saw in a day	21.6	27.0	21.6	10.8	8.1	10.8
Minimum you saw in a day	43.3	24.3	13.5	10.8	2.7	5.4
Average number you saw in a day	21.6	40.6	10.8	16.2	8.1	2.7

Table 11

<u>What problems did you encounter that hampered your program?</u>	<u>Per Cent</u>
None	14.3
Lack of communication, cooperation, poor or no coordination or planning between agency and Board of Education staff	42.9
Lack of facilities, equipment, space	31.4
Could not get organized/ equipped because of lateness of funding	14.3
Enrollees not properly screened/ informed; not interested in program	8.6
Materials not geared to enrollees age/ interests	5.7
Too many students per teacher; classes too large	5.7
Miscellaneous*	8.6

* Column adds to more than 100 per cent because of multiple responses.

The teachers' responses to the question, "What parts of your program did you find most successful and what do you recommend to be continued and/or expanded?" fall into an interesting pattern. (see Table 12). Several of the most frequently mentioned aspects or features of the program have much in common in that they are "not like regular school." To illustrate: about one-fourth of the teachers singled out small group teaching or tutoring as the best feature of the program. One-fifth specified discussion groups, 15 per cent felt that the shift away from a formal purely academic orientation to a job-oriented approach was responsible for their

program's success, and 9 per cent referred to the informality of the student-teacher encounter as being most effective. Together these four groups of comments represent about two-thirds of the teachers. Substantially, what they add up to is an endorsement for a less rigid educational approach for these students, and more individualized attention, with a focus on small group teaching.

Other program features considered most successful were the convenient availability of books--particularly in paperback (18.2 per cent), the teaching of Negro history and culture (15.2 per cent), the subject taught by the teacher (12.1 per cent), special lectures and presentations (12.1 per cent), remediation (9.1 per cent), and field trips (9.1 per cent).

Table 12

<u>What Part(s) Of Your Program Did You Find Most Successful?</u>	<u>Per Cent</u>
Small group teaching, tutoring	24.2
Discussion groups	21.0
Availability of paperbooks and library	18.2
Stress on practical, job education/ less formal approach	15.2
Teaching Negro history and culture	15.2
Educational/ social/ vocational counseling	12.1
Outside lectures, speakers, presentations	12.1
The subject taught (Spanish, clerical skills, language arts, etc.)	12.1
Informality of student-teacher encounter/relaxed settings	9.1
Field trips	9.1
Remedial part of program (reading, math)	9.1
Miscellaneous	15.2

More than one-fifth of the teachers felt that no part of their program had been unsuccessful and therefore that nothing in it should be discarded (see Table 13). Almost three out of ten didn't answer this question. About 15 per cent felt that the greatest weakness of their program had been a poor teacher-student ratio--they opted for smaller class size. About one in ten said that the program was too short--and should be continued into the regular school year, or conducted throughout the year. Some felt that the lack of interest and enthusiasm among teachers was the program's greatest weakness, others felt there was not enough emphasis on the educational component of the program--and too much on the work assignment; others pointed out the poor planning on the part of the individual agencies (and some on the part of the Board of Education).

Judging from these responses, it would appear that outside of important administrative difficulties and, in some instances, too many students per teacher, the educational program itself was free of any serious intrinsic weaknesses--which is not to say of course that the program was as adequately focused as it should have been.

Table 13

<u>What Parts Of Your Program Did You Find Least Successful?</u>	<u>Per Cent</u>
None	23.1
Classes too large/ too many students per teacher	15.4
Program too short	11.5
Poor planning on part of agency	7.7
Unenthusiastic, disinterested teachers	7.7
Poor planning by Board of Education	3.8
Attendance poor/ remediation should be compulsory	3.8
Field trips	3.8
Diagnostic testing	3.8
Too much emphasis on work/ not enough on study	11.5
Miscellaneous	23.0
No Answer	29.7

BASE - 26

The generally positive attitudes of the responding teachers are best reflected in their replies to a question on the relative ease or difficulty of their summer assignment (see Table 14). About a third said they found teaching in the program about the same as in their regular assignment. Four out of ten found it somewhat or considerably easier. Only one-fourth rated their program assignments "more difficult" than their usual ones. None, however, felt it was "very hard."

The evaluators' overall impression of the program teachers was very positive. Many teachers gave much more of themselves than they were actually required to do. They were highly motivated and equipped with professional tools to translate their good intentions into reality. The program's success--to the extent that it achieved it--rests almost completely on the concentrated efforts of the individuals involved, staff members of the Board of Education and the participating agencies who managed to overcome what might have become crippling problems.

Table 14

<u>Relative To Your Regular Teaching Assignment, How Did You Find This Experience?</u>	<u>Per Cent</u>
Quite easy	10.8
Easier	29.8
About the same	32.4
More difficult	24.3
Very hard	--
No answer	2.7

Conclusions

It is the claim of this report that the character of the Neighborhood Youth Corps in the City of New York has a degree of complexity which challenges the relevance of the objectives set

by any one participating agency, e.g., the Board of Education, the 18 participating community agencies, or the federal funding agency. Given the necessary interactions among the participating institutions, the probability that the objectives of any one group could survive unaffected much less serve as overall guidelines is quite small.

Program Objectives

The objectives of the participating groups were not well defined and, in a large number of the cases, not consonant with each other. Either this latitude of difference must be recognized and planned for, or objectives should be redefined in order to maximize cooperation and effectiveness. To have elements of a program pursuing diverse alternatives with little concern for the whole surely can not be said to be desirable or efficient. Continuation of such unrestrained activity can but invite increased ineffectiveness and social loss.

Citywide Coordination

Citywide coordination has been urged by many who have viewed the program and its operation. This recommendation bears repeating, however, since it is unlikely that any one institution or agency can hope to serve the host of community needs without the cooperation of others. Therefore, it is strongly recommended that

some mechanism that would at least insure a continuing dialogue be established, to keep problem areas contained and to explore jointly possible solutions.

Year-round Coordination

Earlier an instance of agency personnel "donating" their time as early as January was noted. Also reported was the minimal time allotted for recruitment of teachers. Other similar examples could have been cited that would serve to strengthen the recommendation that a year-round coordination staff be employed with adequate secretarial assistance to plan programs, hire and train staff, set up and initiate enrollee screening, guidance, and placement, and be responsible for citywide coordination.

Funding

Funding in every program is dependent on its importance. Institutions no less than individuals should be expected to meet their commitments within specified time periods. The penalty for lateness in funding is less obvious than some financial loss, but quite real to participants at all levels. The resulting animosities and lethargy due to doubt and distrust should not be dismissed casually as an unavoidable condition of such programs. Financial obligations should be strictly observed.

Training of Program Teachers

Teachers and teachers-in-charge need a longer training and orientation period. Many of the teachers had not previously worked with teenagers or with children from low-income neighborhoods. Specialization techniques need to be mastered to achieve success with such children, and two training sessions are clearly insufficient.

Curriculum Specialists

The role of the curriculum specialists bears more careful delineation. It is evident that in some cases specialists did function in the area of designing and procuring curricular materials. It is equally evident that some of these persons functioned as administrative assistants and provided needed professional experience in certain agencies. With such wide demands made on individuals in this area, there is indeed a special concern with getting competent and versatile persons. It is noted that a similar concern was raised by the previous investigations, i.e., Peck et al.

Job Assignments for Enrollees

Instances of poor job assignments were observed in the course of the study. The results of poor job placement were often quite damaging to the educational program. In view of these facts, it is strongly urged that a much more intensive enrollee screening procedure be employed in future programs and that the results of this screening

be used by professional counselors in placing enrollees in summer positions. The results should also be made available to the education staff to assist them in planning their phases of the program. The use of techniques such as interest and preference scales, I.Q. testing, and measurement of academic achievement and deficiency levels is suggested.

Evaluation

The evaluation of the program's effectiveness appears to be an item of relatively low priority in the overall planning. Noted by previous evaluators, as well as by the present team, is the lack of emphasis on viewing the longitudinal effects of the program on the behavior of the particular youngsters participating in it. No use of existing school records has been made or planned for either in the organization of the program or its evaluation. No effort has been made or planned to assess the impact of the program on the community e.g., assaying the effects on attitude of, and the economic contributions to, the local merchants who received the enrollees. No attempt is in evidence to assess whether the commercial skills learned by the enrollees are relevant to the job market to which they eventually must turn for their livelihood.

It is strongly recommended that the evaluation of the program's effectiveness be given serious thought prior to its beginning rather than after its initiation, as has been the case in summers of 1966 and 1967.

Appendix B

B 1

Cover Letter Sent with Questionnaire

Dear Neighborhood Youth Corps Teacher :

We are in the process of evaluating the educational portion of this summer's Neighborhood Youth Corps program. Would you please assist us by completing the enclosed questionnaire and returning it before September 18 in the enclosed envelope?

The results of this evaluation will be published in a report by the Board of Education which will be available on request.

Thank you,

E. Belvin Williams, Ph.D.
Director, Computer Center
Teachers College, Columbia University

Robert S. Tannenbaum
Associate in the Computer Center
Teachers College, Columbia University

encs.

BOARD OF EDUCATION OF THE CITY OF NEW YORK
Office of the Executive Deputy Superintendent

May 30, 1967

To All District Superintendents

Re: Positions for Summer Work under the Neighborhood Youth Corps -
In-School Enrichment Program

Ladies and Gentlemen:

Please see enclosed circular of information on the program noted above. We would appreciate your **help** in obtaining personnel in your district. Please forward the applications to persons who wish to apply for one of the positions in this program and whom you or a principal wish to recommend.

Enclosed are forty applications and project descriptions which may be used for this purpose. Your office may reproduce additional copies if necessary. Please bear in mind, however, that there are only 125 pedagogical positions to be filled.

I have assigned Mr. Frederick H. Williams, Assistant Superintendent, Office of Integration and Human Relations, to the administration of this program. Applications must be returned to Mr. Emory A. Hightower, P.S.169 Manhattan, Project Coordinator, by June 10, 1967, and he will notify applicants by June 26, 1967.

Many thanks for your cooperation in this project.

Yours very truly,

(signed) NATHAN BROWN
Executive Deputy Superintendent

Neighborhood Youth Corps

Name (optional) _____

Agency to which you were assigned: _____ Address _____

Teaching Site to which you were assigned: _____ Address _____

Briefly describe your duties: _____

Please estimate the proportion of your weekly work time which was given to each of the following:

	0 - 15%	16 - 30%	31 - 50%	51 - 75%	75 - 100%
Class preparation	_____	_____	_____	_____	_____
General preparation	_____	_____	_____	_____	_____
Teaching (group)	_____	_____	_____	_____	_____
Tutoring (three or fewer students)	_____	_____	_____	_____	_____
Staff conferences	_____	_____	_____	_____	_____
Special assignments	_____	_____	_____	_____	_____

Was your supervisor employed by the Board of Education _____ or by the Agency _____?

What were your goals for the enrollees you saw? _____

Please check the number of enrollees in each of the following categories:

	0 - 10	11 - 30	31 - 50	51 - 75	over 75
Total # you saw during the summer	_____	_____	_____	_____	_____
Average # you saw in a week	_____	_____	_____	_____	_____
Number you saw more than once	_____	_____	_____	_____	_____
Number you saw more than five times	_____	_____	_____	_____	_____
Number you saw regularly	_____	_____	_____	_____	_____
Number you saw daily	_____	_____	_____	_____	_____
Maximum # you saw in a day	_____	_____	_____	_____	_____
Minimum # you saw in a day	_____	_____	_____	_____	_____
Average # you saw in a day	_____	_____	_____	_____	_____

Did you encounter problems with irregular attendance? _____ If yes, please describe: _____

Relative to your regular teaching assignment, how did you find this experience?

Quite easy _____ Easier _____ About the same _____ More difficult _____ Very Hard _____

Relative to students during the regular school session, these students' motivations for learning were: Very high _____ High _____ Average _____ Low _____ Very low _____

If you were actually teaching or tutoring, please answer all of the following questions, otherwise, skip to the ***.

Were students required to attend classes in order to be paid? Yes ____ No ____

Subjects you taught (be specific as to content, but be brief):

In what areas were learning deficiencies most obvious?

Reading skills ____ Mathematics ____ General social skills ____ Spelling ____

Other(s) (specify) _____

In how many of your students did you observe academic gains during the summer?

0 - 15% ____ 16 - 30% ____ 31 - 50 % ____ 51 - 70% ____ 71 - 90% ____ over 90% ____

On what type of evidence do you base this conclusion? Personal observation ____

Test results ____ Interview with enrollee ____ Other (specify) _____

***In how many of the enrollees did you observe improvement of attitude toward school, academic work, remaining in school, etc.?

0 - 15% ____ 16 - 30% ____ 31 - 50% ____ 51 - 70% ____ 71 - 90% ____ over 90% ____

On what type of evidence do you base this conclusion? Personal observation ____

Test results ____ Interview with enrollee ____ Other (specify) _____

What problem(s) did you encounter that hampered your program? _____

What solution(s) (if any) did you find? _____

What part(s) of your program did you find most successful and what do you recommend be continued and/or expanded? _____

What part(s) of your program did you find least successful and what do you recommend be discontinued and/or decreased? _____

Participating Agencies

Lower West Side Community Progress Center
348 West 34th Street
New York, New York

Brownsville - East New York
Community Progress Center
505 Sutter Avenue
Brooklyn, New York

Williamsburg Community Progress Center
815 Broadway
Brooklyn, New York

Morrisania Community Progress Center
1237 Franklin Avenue
Bronx, New York

Hunts Point
Community Progress Center
880 Fox Street
Bronx, New York

South Bronx
Community Progress Center
368 East 149th Street
Bronx, New York

South Jamaica
Community Progress Center
114-02 N.Y. Blvd.
Jamaica, Queens

South Brooklyn
Community Progress Center
78 Livingston Street
Brooklyn, New York

Fort Greene
Community Progress Center
649 Fulton St.-Rockwell Pl.
Brooklyn, New York

Qualicap Community Progress Center
42-15 Crescent Street
Room 803
Long Island City
Queens, New York

Bedford-Stuyvesant Youth-In-Action
945 Atlantic Avenue
Brooklyn, New York

Community Council of Greater New York
225 Park Avenue South
New York, New York

Haryou - Act
181 West 135th Street
New York, New York

Mobilization for Youth
214 East 2nd Street
New York, New York

United Neighborhood Houses
114 East 3rd Street
New York, New York

New York City Mission Society
281 Park Avenue South
New York, New York

United Block Assn.
68 East 131st Street
New York, New York

Brownsville Community Council, Inc.
529 Rockaway Avenue
Brooklyn, New York

APPENDIX C

Staff List

E. Belvin Williams, Ph.D., Project Director
Director, Computer Center
Teachers College
Columbia University

Robert S. Tannenbaum, Co-Director
Associate in the Computer Center
Teachers College
Columbia University

Kenneth W. Wegner, Ph.D., Consultant
Boston College



CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATIONS

S U M M A R Y R E P O R T

Date: November 1967

Project: Educational Enrichment for Disadvantaged Inschool Neighborhood
 Youth Corps Enrollees During the Summer 1967

Evaluation Director: Dr. E. Belvin Williams, Project Director
 Director, Computer Center
 Teachers College
 Columbia University

Robert S. Tannenbaum, Co-Director
Associate in the Computer Center
Teachers College
Columbia University

EDUCATIONAL ENRICHMENT FOR DISADVANTAGED INSCHOOL NEIGHBORHOOD

YOUTH CORPS ENROLLEES DURING THE SUMMER 1967.

Description of the Project. Intensive educational enrichment for disadvantaged youth between the ages of 16 and 22, who served in the Neighborhood Youth Corps was provided during the Summer of 1967. It was hoped that the youths participating would return to school with improved skills and attitudes and that teachers would receive a greater understanding of the disadvantaged child and his environment. During the Summer of 1967, 5,000 of the 40,000 members of the Neighborhood Youth Corps were enrolled in this program. Remedial, academic and enrichment activities were offered. The program was run jointly by the Board of Education and the local community agencies that administered the Neighborhood Youth Corps.

Goals of the Evaluation. Evaluation goals were to determine the following: (1) the extent to which enrollees have received tutoring in the fundamental academic skills; (2) the enrollees' change in attitude toward school and its relation to achieving vocational goals; (3) the extent of enrollees' appreciation of the need for improving attitude toward self and society; (4) the reactions of supervisory and instructional participants in the program. Because of lack of funds, qualitative data (interviews, questionnaires) rather than quantitative data (precise measurements, performance tests) had to be used to determine to what extent the program achieved its stated objectives.

Findings. The evaluation might be briefly summarized as follows: A. The program (1) filled a definite need; (2) was viable; (3) was moderately successful; and (4) contained potential for future success.

B. The functioning and effectiveness of the program were severely handicapped by a number of avoidable problems. Probably the most damaging of these was: (1) lateness in funding. Other handicapping features were: (2) multiplicity of goals among different agencies, and Board of Education; (3) friction between the Board of Education and some of the administering agencies; (4) lack of co-ordination between the various elements of the Neighborhood Youth Corps and educational programs.

C. For the youngsters, the evaluators found that the program provided a positive educational and emotional experience.

Conclusions and Recommendations

The following recommendations were offered:

1. Differences in objectives of agencies must be recognized and considered in making plans, and objectives should be re-defined in order to maximize cooperation and effectiveness.
2. Citywide co-ordination is suggested as a means of insuring a continuing dialogue, keeping problem areas contained, and exploring jointly possible solutions.
3. A year-round co-ordinating unit should be employed to hire and train staff, screen enrollees, offer guidance and placement and be responsible for citywide co-ordination.
4. Importance of funding should be recognized and financial obligations should be strictly observed.
5. More adequate teacher training should be provided.

6. The role of the curriculum specialist bears more careful delineation.
7. More intensive enrollee screening procedures should be employed to prevent poor job placements.
8. It is strongly recommended that the evaluation of the program's effectiveness be given serious thought prior to its beginning rather than after its initiation, as has been the case in the past.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

SUMMER TEACHER TRAINING INSTITUTE^S IN
POVERTY AREAS IN NEW YORK CITY

By M. Sylvester King

May 1968

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

Center for Urban Education
33 West 42nd Street
New York, New York 10036

SUMMER TEACHER TRAINING INSTITUTE IN POVERTY

AREAS IN NEW YORK CITY

M. Sylvester King

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

Conducted under subcontract by the Bank Street College of Education, Educational Resource Center

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

May 1968

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PREFACE

Authorship, whether of a major work or of an occasional paper implies at least three things:

- (1) A responsibility to the reader.
- (2) The burden of proof.
- (3) An obligation to one's colleagues.

In the ensuing report I have tried to live up to the first by keeping constantly in mind, as I wrote, the need for honesty, and by aiming for the elusive precision of expression which is often difficult to achieve.

For the second, where it is a matter of fact under discussion, I accept the responsibility to provide supportive evidence, if necessary.

As for the third, I acknowledge, with gratitude, the help that I have so generously received from my colleagues.

It is no idle caution that there is a risk in mentioning names of particular individuals, since an unintentional omission could have serious repercussions. I now incur that risk.

First, a word of recognition to the CUE staff (in particular, Mr. Joseph Krevisky, Mr. George Weinberg, and Mr. Lawrence Perkins) who have provided support and understanding at every phase of the project.

For her willingness to help, on very short notice, and for her perceptive comments about items in the questionnaire, my thanks go to Dr. Jacqueline Rosen of the Research Staff at Bank Street College.

The four observers, Mrs. Evelyn Farrar, Mr. Gaywood McGuire, Jr., Mrs. Adelaide Sanford, and Mrs. Marcella Williams submitted reports that were not only perceptive but clearly indicative of the skill and know-

how of the experts that they are. Without their efforts, the results reported herein would be impoverished indeed. I gladly pay them the public recognition they have earned.

The raw data forthcoming from six institutes present a challenge in organization and analysis. Mr. Michael Kinsler, who served as research assistant, proved himself more than equal to the task. With his help and questioning attitude, it was possible to generate the illustrative tables in Appendix A of the report.

My efforts to achieve clarity of expression and sharpness of focus were greatly enhanced by the thoughtful and often provocative comments and suggestions of both Dr. Garda Bowman, Program Coordinator for the Auxiliary School Personnel Study and Mrs. Lodema Burrows, Editorial Associate for the project. To them I also offer my thanks and admiration.

It is always rewarding to encounter the degree of cooperation which was so readily offered by the institute directors, by their staffs and by the participants themselves. Their willingness to tolerate our probing and to assist in whatever ways they could deserves high praise.

To all who typed, and collated, and worried with me about the many details which must be attended to in a project of this magnitude, I give my appreciation for their efforts. Among them I salute Mr. Nelson Castro, typist par excellence. In this connection I also single out for special mention Mrs. Dolores Stewart, my Administrative Assistant, whose willingness to assume responsibilities and to take initiative extended far beyond my fondest expectations.

I would be seriously remiss if I failed to pay tribute to my family, whose long-suffering patience with my erratic hours made it possible for me to devote to the preparation of this document the time and care it required.

Finally, in preparing this report, I was guided by a sense of obligation to the purpose for which the institutes were designed. I have tried to report accurately and impartially what the participants, the Staff and the observers have said.

On the basis of their comments, together with my own observations and my experience as an educator who has been working with disadvantaged children, I have drawn some conclusions and made some recommendations.

Given the choice of presenting either a report that is superficially laudatory or one that is honestly and critically seeking an assessment of the impact of the program on teacher effectiveness with disadvantaged children, I have chosen the latter. My professional integrity will allow nothing less.

October 1967

M. Sylvester King, Director
Educational Resources Center
BANK STREET AT HARLEM

INTRODUCTION

It would be unnecessarily repetitive to begin this evaluation report with lengthy statements about the special needs of disadvantaged children and the urgency to find ways of meeting them within the educational context.

The literature grows daily as one "expert" after another advances his special panacea for dealing with the clearly recognized problem -- that of severe alienation of a significantly large segment of the pupil population from the schools.

What is important is that the New York City Board of Education has seriously begun its search for ways of reaching those whom it has not reached in the past. It remains to be seen whether the approaches it is using will achieve this very important objective. The difficulties sometimes seem insurmountable, and the efforts puny when measured against the magnitude of the problem.

In any event, during the summer just past, the Board sponsored a series of teacher-training institutes as another in its long list of attempts to meet its obligation of educating all of New York City's children.

The next several pages contain an evaluation report which is based on observer reactions and on the views and expressed attitudes of staff and participants. It is not a research study with all the benefits of a classic design. For a variety of reasons, some of which are spelled out below in the section dealing with the limitations of the current report, such a rigorous research design was not feasible.

Yet the value of this kind of subjective reporting must be recognized, especially when it is dealing with areas of human behavior. To express all aspects of this complex process only in quantitative terms is to lose sight of the fact that skilled, sensitive observers can catch nuances and identify features which might go completely unnoticed in another scheme of reporting which depended only on statistical investigation.

Indeed, where independent observers of the same activity identify the same strengths and/or weaknesses, or make similar recommendations, or agree in any other way, this degree of observer reliability significantly increases the validity of the observation. Thus a subjective qualitative judgment can now generate a much higher confidence in its accuracy because it has gained in objectivity.

This evaluation report is presented, therefore, with a sincere hope that it will highlight some important activities, raise some useful questions and, perhaps, even offer some possible answers.

INSTITUTE OBJECTIVES AND FORMAT

Objectives

The project proposals authorizing the establishment of the Summer Teacher Training Institutes provided for two distinct types of training centers to be set up in 19 school districts in the city. The first, the Reading Institutes, were to train teachers of the junior, intermediate and high schools to teach reading to children in disadvantaged areas.

The second type of training center was the Teacher-Training Institute, set up to train both substitute and appointed teachers in each of the 19 school districts. The participants were teachers who were either newly assigned or in service for a short period. These institutes were organized to offer basic teaching methods to teachers in elementary, intermediate and junior high schools.

Seen in the broader context, these stated objectives are vehicles to a larger goal -- enabling the participants to become more effective in teaching disadvantaged children.

Format

In keeping with the spirit of decentralization, still another attempt by the Board of Education to make school more relevant and responsive to local needs, each district was at liberty to choose its own format for its institutes. Thus some were held for only one week, while others lasted two, three or four weeks. Still others held a one-week session during the summer, with plans for continuing throughout the fall term or even throughout the year.

EVALUATION DESIGN, METHODS AND LIMITATIONS

A major question which had to be dealt with immediately as one began to think in terms of a design was "How do you evaluate 41 institutes in 19 school districts?" Clearly the answer lay in looking only at a representative sampling. Since 15 of the institutes in eight districts were planned for the regular school year, and the evaluation was to be done only in the summer, it meant choosing a sample from among 26 institutes in 12 districts.

The limitations imposed by the funds allotted to the evaluation project, as well as the availability¹ of experienced personnel to serve as observers, had some bearing on the decision to select a sample of six institutes in four districts (one each in Manhattan, the Bronx, Brooklyn and Queens).

The selection of these six institutes for intensive study was made in an effort to diversify the sample as much as possible, both as to the type of institute and to the time format. Thus, two of them were reading institutes, and the other four, teacher-training.

With respect to the time format, three of the six in the sample were in operation for two weeks, one had a three-week span, and the other two each lasted for four weeks. None of the one-week institutes were included, since they were planned to continue throughout the year, and the evaluation was limited to the summer.

¹By the time the arrangements were all made with the Center for Urban Education, most of the persons who would ordinarily have been available to serve had either taken other positions or gone off for the summer.

Sample Institutes Evaluated

<u>Institute</u>	<u>Type</u>	<u>Duration</u>
A	Reading	2 weeks
B	Teacher Training	2 weeks
C	Teacher Training	4 weeks
D	Reading	4 weeks
E	Teacher Training	2 weeks
F	Teacher Training	3 weeks

For each of the institutes, two independent observers were in attendance at the proceedings on the same two consecutive days. Each observer paid at least one other visit to the institute either before or after the two-day observation. The two-man independent observer teams were differently comprised for each two-day visit. Thus for institute "A," observers x and y made up the team; but for institute "B," the observers might be x and z or y and z. Each observer was armed with an observation guide (copy in Appendix B) which had been prepared in advance. In this way, the observers were all asking essentially the same questions and looking for the same kinds of interactions.

For each day of observation, the observers spent the full period, often arriving before the activities got under way, and remaining to chat with participants after the formalities had ended. During the breaks and other free periods, the observers informally interviewed participants and staff. Each observer submitted a written report after each visit.

On the last day of the institute, all participants and staff members were asked to fill out questionnaires (copies in Appendix B). The completed forms were collected immediately -- a fact which insured a

much higher number of responses than might otherwise have been expected had the respondents been asked to return the questionnaires by mail. Great emphasis was placed on anonymity in order to encourage the respondents to be as candid as possible.

Limitations

The use of questionnaires as data-gathering vehicles imposes certain limitations on the accuracy of the results. But beyond these, there are at least four major ones which must be borne in mind as one assesses the significance of this report.

1. During the period when the institutes were being initially designed, apparently the planners gave little, if any consideration to the methods by which they would be evaluated. This view is supported by the fact that it was only after the proposed formats had been fully approved that the evaluating agency was engaged to perform its function. The result of this sequence is that the very evaluation techniques which might be most effective in assessing the degree to which the institutes were achieving their objectives would have to be imposed on a format which may or may not lend itself to these techniques.

It becomes extremely difficult, if not impossible, therefore, to generate a rigorous research design -- no opportunity having existed for the researcher or evaluator to build into the initial plans those components which would be essential to the research study.

2. The findings and recommendations which result from a very close look at six sample institutes are not necessarily the same as would be forthcoming if all of the institutes were studied. For example, it is

possible that the 15 which will be carried on during the year may achieve results which cannot be assessed by studying only those that are being conducted in the summer months alone. For one reason, the participants will be actually involved with children every day, and the institute activities will therefore have a more immediate meaning and application than was true in the summer.

3. The whole purpose of the institutes was to make teachers more effective with disadvantaged children. Yet the evaluations were made before the participants again got the opportunity to work with the children in a systematic fashion. The most that can possibly be determined under these conditions is a statement about the extent to which the teachers believe they will be more effective.

4. To speak of making teachers more effective is to assume some knowledge of their level of effectiveness before the fact. Such data are not available. Therefore no real comparison can be established. In short, a serious limitation exists because it is not possible to isolate the probable effect of the institute training.

It is true that this concern would have little relevance for those teachers who came to the institute with no previous classroom experience. But the fact is that the vast majority of the participants had been teaching before enrolling in the summer program.

WHAT THE PARTICIPANTS SAID

The six sample institutes, enrolling 273 participants, differed widely, and the responses on the questionnaires reflect this variety. For example, their answers to the question: "What specific reasons did you have for attending this institute?" range from the very selfish (to earn the money - 13 per cent) to the more altruistic (to become better teachers - 16.5 per cent).

It should be understood clearly, before responses are examined, that because of the open-ended nature of the questions, many participants gave multiple answers to a single question. Thus the percentages quoted represent proportions of the number of responses to a given question, rather than of the number of participants responding.

Reporting the figures in this way makes it necessary to use additional caution in interpretation. Those who suggested money as a reason for their attendance may also have cited other reasons. It is not possible to tell from the figure, 13 per cent, how many of those responses were singular, or how many were part of a larger answer, or, in the latter event, how important was the "money" in relation to the other reasons offered.

It seems feasible to conclude that the person who indicates that his only or chief motivation is money is saying something quite different from the person who includes it among other reasons. Equally, the respondent who lists "money" as his first reason among others is also communicating a different answer from the one who lists it in a secondary position.

In keeping with these distinctions the following figures and relationships should be of interest. Of the 273 participants, 20 (7.25 per cent) of them listed money as the only or first reason for attending the institute. In the first category were 12 (4.35 per cent) respondents, and in the second, eight (2.9 per cent).

Some quotes from this group of 20 participants give a flavor of their attitude:

"I couldn't get another job and felt this would be worthwhile."

"One hundred fifty dollars and vague hopes that the institute would be helpful..."

"I needed the \$75.00 per week (tax free). As long as I needed money, I thought that I might as well learn something."

"No specific reason."

"I almost was taking a course in college and had nothing to do in July."

The other 253 participants, however, gave a variety of reasons which had nothing to do with money. Some sample comments follow:

"To discover what the needs of disadvantaged children are."

"To learn how to effectively manage and deal with children in the classroom."

"To gain a better understanding of problems in the classroom and the school system."

"To learn the skills necessary in incorporating reading into my subject area."

"To get a working understanding of how a teacher performs."

"I wanted to attend this institute to become familiar with some of my colleagues and supervisors, to familiarize myself with the community and some of its resources,

and to acquire a more positive attitude toward my responsibilities as a teacher."

"I was interested in learning teaching techniques as well as how to cope with disruptive children."

"I hoped to get a better approach and rapport with these children...I wanted to be more effective in my relation to children that I came in contact with."

With respect to the category, "become a better teacher," it is of interest to note that, among the ten categories which the participants identified, it is the only one that implies a change in the participant, e.g., in his interactions with youngsters, in his ability to reach and influence them.

If the literature is correct in its insistence that success with disadvantaged pupils requires much communication at the feeling level in addition to a highly developed teaching skill, then this is a very important category and a desirable reason for involvement in the institute program.

The fact that only 16.5 per cent of the responses fell into this category might suggest that the majority of the participants did not regard these factors in the affective domain as important as some of the ones they identified in the cognitive realm.

It is true that approximately one-half of the responses (See Table I, Appendix A)² expressed concern with improving teaching techniques and 14 per cent dealt with acquiring greater knowledge about disadvantaged children. But even though the latter category may imply an affective component, they are both more cognitive than affective.

²All tables for this report are in Appendix A.

Another interesting observation is the fact that the institute with the highest number of responses (27.5 per cent) in the category "become a better teacher" showed the second lowest number of responses (8.6 per cent)³ that indicated money as a reason for attendance. On the other hand, more than one-fifth (20.8 per cent) of the responses from institute "D" mentioned money as a motivating factor, while only 10.4 per cent fell into the "become a better teacher" category.

The second question, "When you return to your classroom in September, what things will you do differently?" generated a set of responses which bear some similarity to those of the first question. As shown in Table II, 80 percent of the answers dealt with content and curriculum (cognitive), while only 20 per cent was related to interaction with children (affective). Compare these with the figures in question one in which 83.5 per cent of the responses offered cognitive reasons for the participants' involvement in the institutes, while only 16.5 per cent were concerned with those in the affective domain.

It would seem, given this analysis of these two sets of responses, that the benefits the participants received from the institutes were limited to those things which they can do without any serious personal involvement with the children.⁴

Another explanation might be that the participants interpreted the institutes' objective -- greater teaching effectiveness with disadvantaged

³The lowest was 8.5 per cent.

⁴See comment made by an institute director in section "How the Observers Viewed the Institutes," p. 36

children, to mean learning more techniques, finding the special curriculum that works, putting greater emphasis on reading, or any others of the standard remedies that are currently being proposed in educational circles.

The rest of the questionnaire asked essentially four major questions:

- A. What things in the institute influenced your thinking?
- B. What did you get out of it?
- C. What changes would you make in future institutes?
- D. Would you advise others to attend?

The participants' answers to each of these questions will be considered in turn.

Some interesting inconsistencies are revealed by a comparative study of the data compiled in response to the first question. The respondents were asked to rate certain specified aspects of the program. The overwhelming majority of the responses, 90.7 per cent, considered the guest speakers as being "extremely valuable" or "valuable." Yet when the instructions were to "identify those aspects of the program which influenced your thinking" only 31.4 per cent of the responses identified guest speakers.

Similar relationships are revealed in the two sets of responses for staff presentations (82.3 per cent vs. 32.8 per cent), demonstration lessons (87.4 per cent vs. 5.3 per cent) and small group discussions (81.2 per cent vs. 8.9 per cent).

It is quite significant that the discrepancy is so large for the last two -- demonstration lessons and small group discussions. When their influence is recognized by such a small minority of the participants' responses, this would seem to suggest strongly the need for

taking another critical look at their supposed effectiveness.

Such a need becomes even more urgent in view of the fact that both demonstration lessons and small group discussions are mainstays in the teacher education process. To underscore this observation even further, 13.6 per cent and 18.8 per cent respectively of the responses stated flatly that they were of no value.

Beyond the fact of what the data reveal, there still remain some questions: Why does the discrepancy exist? Are the participants really condemning demonstration lessons and small group discussions generally, or are they only pointing the finger at the quality of the ones that were held during the institutes?

With respect to the first question, there is little direct evidence. But an understanding of typical patterns of response to questionnaires leads to an educated guess. Clearly the two questions which generated the dissimilar responses were differently perceived by the respondents. It may be that, in the first set of responses, they were being polite rather than being accurate.

On the second question, some respondents have spoken very eloquently and critically. About demonstration lessons:

"These are so necessary and useful but in this course were not given in great enough quantity."

"Only saw one, and that was just students quietly working. Saw no effective lessons. Should have seen many."

"Again these would have been of more value if done by participants."

"First lesson was a horror given by a teacher who needs a course in human relations."

"Demonstrations should have been done by experts."

Some of the participants' views on small group discussions are also illuminating:

"Topics were not vital enough. They dealt too much with reading techniques."

"Proved to be an outlet for angry teachers -- too many arguments."

"Too lax and generally not to the point."

"No structure."

"Carried on as if we were a group of small children, rather than as dignified, adult professionals."

Angry and condemnatory as the comments may seem, it is quite apparent that the participants still have faith in the efficacy of the two techniques -- provided they are well executed. Their dissatisfaction with what they regard as the poor quality of the demonstration lessons as well as the lack of focus of the small group discussions prompted their commentary.

The participants' answers to the next major question: "What did you get out of it?" give much cause for concern. Here again the responses run the gamut from high praise to extremely uncomplimentary remarks.

For this reason, Tables VI-A and VI-B which summarize the main categories into which many of the responses fell do not give a complete picture. They do reveal some interesting facts and relationships, however. For example, there is a higher number of irrelevant responses as well as a higher frequency of no responses (to all parts of the question⁵)

⁵See participants' questionnaire, Appendix B, Questions 5A, 5B, 5C.

than for any other question in the entire questionnaire.

The significance of this fact cannot be identified with certainty, but it might suggest an unwillingness on the part of many participants to deal with matters involving their feelings toward disadvantaged children. This educated guess may be further supported by a second notable fact.

The responses (Table VI-A, first category) suggest that most of the participants in no way altered their feelings about these children. This is not automatically an unfavorable criticism. Perhaps many of the respondents came to the institutes with healthy, positive feelings which may have been reinforced. Such persons would report "no change." Yet it would be erroneous, on this basis alone, to condemn the institutes for not providing significant input.

On the other hand, the high percentage of responses indicating no change (83.2 per cent in one institute) might also be challenging the effectiveness of the institute programs. On this point, some of the actual quotations from the participants may shed some light:

"We know why they can't read.... Pupils refuse to work or do their assignments."

"Very little. In fact probably less; because I have been told that my experience gave a false picture."

"I wish their cultures allowed for such help.... I think many of them are literally doomed."

"Probably somewhat less sympathetic and less concerned after having been subjected to severe abuse from minority group leaders..."

"The children and parents blame the teachers.... They feel we are biased and stamp them as non-learners because of their race."

"I have received no knowledge from this institute that will improve my teaching skills."

These comments, made by participants after they have completed the institute program, do not speak well for its effect on them. Herein lies the cause for concern. While it is true that many other participants had many complimentary things to say, it remains a fact that those quoted above, and many others who share their views, do teach disadvantaged children, and were enrolled in institutes especially designed for improving their teaching effectiveness with these children.

But even as the impact of the program has been brought into serious question by the expressed attitudes of some participants, many of their colleagues have clearly indicated the benefits they received:

"That they (disadvantaged children) should get more understanding from teachers."

"I think there is more hope for them than I did previously."

"I feel that all children, if properly taught can learn...."

"I am now more aware...this awareness will influence my teaching."

"I came to see them as people."

"I feel less hostile and more compassionate."

"I will feel more sure of myself...."

"I realize now that they may be hardened on the outside but very sensitive on the inside. It is my job to break through."

The third of the four major questions referred to above was: "What changes would you make in future institutes?" In two of the areas -- stated objectives and selection of staff -- a clear majority (60 per cent

and 57 per cent respectively) of the responses indicate "no change." In the third area -- program content -- although the "no change" category does not contain a majority of the responses, it is the ranking one among all the other categories.

Tables V-A, V-B and V-C show pretty straightforwardly the participants' recommendations. It is of interest to note that many of the changes suggested in program content are reasonably pedestrian and uninspired: "more concrete," "traditional curriculum," "teaching techniques," "according to grade level." One category did suggest that the content should grow out of actual interaction between teachers and children. It contained 14.7 per cent of the responses.

The second largest category in the list of recommended changes in stated objectives (13.3 per cent) calls for greater clarity and specificity of objectives. This implies that the institute goals were not sharply defined. In like manner, the next two recommendations -- more on teaching techniques for disadvantaged children and more information about the nature of disadvantaged children -- are also significant criticisms, particularly because the institutes announced focus was on improving teaching effectiveness with disadvantaged children.

With respect to selection of Staff, despite the implied satisfaction of the majority of the participants with the status quo (57 per cent of responses indicated no change), it is important to recognize that 17 per cent asked for selection of more qualified staff whose experiences were relevant to the task. In addition, a few responses from three institutes proposed the selection of minority group representatives. Finally, 17.8

per cent of the responses from one institute called for a more qualified coordinator. The reader will later see a high correlation between the participants' comments and those of the observers.⁶

The responses to another question: "How well did the staff and participants communicate with each other?" were also favorable in the majority (65.2 per cent). But as Table VII indicates, a higher minority (21.6 per cent) than in the previous question expressed unfavorable views.⁷ It is significant that in 13.2 per cent of the cases there was no response to this question.

The intensity of the negative comments is apparent in the ones cited below:

"Very poorly. Communication would have been greatly improved if the trainees hadn't been 'lectured at' hour after boring hour."

"Staff took the attitude of aloofness."

"They seemed almost united against the trainees."

"Had a habit of treating the trainees as (sic) children."⁸

"The program was run by a person who insisted on presenting his views and forcing them on every one... Only opened up topics for discussion which he allowed."

Opposing the 34.8 per cent who either did not respond or made unfavorable comments were many who believed differently. The following quotes illustrate how they perceived staff-participant relationships:

"The staff and participants communicated very well with each other. There was a warm and friendly

⁶See section on "How the Observers Viewed the Institutes."

⁷In institute "F," 40.5 per cent of the responses were unfavorable.

⁸This comment appeared repeatedly.

atmosphere. All the questions of the participants were explicitly answered."

"Our planning sessions were democratic, and the needs of trainees were always first consideration."

"Very good. We are all professionals and the entire program had plenty communication."

"There was excellent rapport. Participants did not hesitate to ask questions and state views honestly."

"Very warm, friendly atmosphere. Informal and a very comfortable type situation."

"I think that there was good communication between the staff and participants. Instructors were interested and ready to listen, anxious to be helpful and answer questions about any school problems."

"Excellent. Many controversial topics were discussed and interesting opinions formed."

In the last question, the participants were offered still another opportunity to express their feelings about the institutes, generally. Would they advise their teacher colleagues to attend future institutes for teachers of the disadvantaged? A slight majority (52.9 per cent) of the responses indicated yes, even without money. This figure becomes 74.6 per cent when it is combined with those that also said yes, but with money.

It is not possible to know with certainty whether the latter group is making the recommendation because of the money or for other benefits to be gained from the institute. Some of their comments, which follow, do suggest, however, that money is a very important consideration in their recommendations:

"No one would or should give up leisure or employment without compensation."

"Be realistic, and realize that money is important. There are no altruists."

"I feel that teachers like everyone else must earn a living...."

"I would not have anyone sit for four long, tedious weeks without pay."

"If no money, then credit."

The assumption is that participants would advise others to attend only when they felt it was worth while to do so. On that basis, it is logical to conclude that at least the participants who made the responses in the "yes, without money" category found some definite value in the institute programs. In short, a majority of the participants have spoken in favor of the summer program.

But even though the favorable responses represent most of the group, it is important to note the fact that 25 per cent of the participants said "no." This figure is even more significant when it is recognized that every institute but one had a large percentage in this category.

A look at Table VIII reveals the details of the supportive evidence. In two institutes, "B" and "D," the figure is 20 per cent each. For "E," 19.4 per cent. For "F" and "A" respectively, it is 38.9 per cent and 45 per cent.

WHAT THE STAFF SAID

In the field of education, as in any other area of human endeavor, it is true that the more sharply defined are the objectives, the more likely are the chances that they will be achieved. Programs which lack clear-cut goals must necessarily be diffuse; and much creative effort often becomes dissipated, instead of leading systematically to a desired outcome.

A useful criterion, therefore, for assessing the purposefulness and quality of the institutes was the extent to which the staff members were agreed on major objectives. It seems reasonable to assume that the closer the agreement, especially among the leaders of the same institute, the more highly coordinated would be their efforts in working toward the achievement of those goals.

Predictably, because of the decision by the Board of Education to allow each local district to design its own institutes in the light of its own needs, there would be variability in procedures and even in some details of the objectives. But given the specific target group at whom the institutes were aimed -- teachers of the disadvantaged, the widely recognized failures of the schools' programs among disadvantaged children, and the announced intention to use the institutes as one means of reducing these failures, one should understandably anticipate a good measure of agreement among the institute directors and staff on the major purposes of their programs.

Thus the first question⁹ asked of the staff was: "Of the several objectives of the institute, which did you personally feel was the most

⁹See Staff Questionnaire, Appendix B.

important? Second most important? etc."

The chart on page 23 summarizes the responses for all of the institutes. It includes every category that was identified by at least two participants. Clearly a wide variability exists, a fact which poses some problems in interpretation. One way of assessing the data might be to consider category G as the most important, since it is the ranking one in that column, and category J as the second most, and again as the third most important, for similar reasons. In this view, the staff would be identifying as their major objectives G and J.

Another interpretation might be based on the number of times a particular category was mentioned. This approach would lead to their identifying, as the three major objectives of the institutes, J, H and G, in ranking order.

It is immediately apparent that the two methods have produced slightly different results. But although the rank order is reversed, it is significant that the same two objectives have emerged in each instance.

When the data are examined within institutes, except for reasonable correlation among the leaders of two of the programs, the variability is even wider. For example, the ten-member staff of one institute identified five different objectives as being "most important," while the three-man staff of another institute listed three different ones.

All told, the staff listed ten different "most important" objectives. Some of them, in addition to those listed in Chart I (p. 23) are: "Provide opportunity to share problems with others," "develop in teachers a belief in the abilities of disadvantaged children to learn," and "change teacher attitudes toward teaching disadvantaged children."

CHART I

SUMMARY OF OBJECTIVES IDENTIFIED BY STAFF AS BEING MOST IMPORTANT, SECOND MOST IMPORTANT, THIRD MOST IMPORTANT

	<u>Most Important</u> No. Times Mentioned Rank	<u>Second</u> <u>Most Important</u> No. Times Mentioned Rank	<u>Third</u> <u>Most Important</u> No. Times Mentioned Rank	<u>Total</u> No. Times Mentioned Rank
G - Develop in teachers an understanding of disadvantaged children.	9 1		3 2	12 3
H - Teach basic reading skills.	7 2	9 2	2 3	18 2
I - Make teachers more aware of the community.	4 3	3 4		7 4
J - Provide practical experience for teachers in planning and in classroom technique.	3 4	11 1	5 1	19 1
K - Give teachers a feeling of confidence.	3 4			3 6
L - Develop in teachers a desire to accept and work with disadvantaged children.	2 6			2 7
M - Prepare teachers to begin teaching in a disadvantaged area.		5 3		5 5
N - Help teachers to realize the importance of their role in the children's success or failure.		2 5		2 7
O - Expose teachers to various educational resources and materials			2 3	2 7

However valuable or relevant might be the several objectives suggested by the staff, the fact is that no summer program could realistically expect to accomplish them all. Besides, their very numbers underscore the lack of firm agreement among the staff members of the various institutes as to the central purpose of the institute programs.

On another issue, however, that of the techniques used to achieve whatever the perceived goals for any of the institutes, there was full agreement. They all used demonstration lessons, small group discussions, guest speakers, staff presentations of one kind or another and field trips. When asked which of these, in their opinion, was most valuable to the participants, the instructor group ranked them in the order of the above listing.

Following are some of the staff comments about demonstration lessons and small group discussions:

"The demonstration lessons with youngsters from the community were excellent illustrations of what we can and must expect from children no matter what their economic or ethnic background."

"...provided graphic support."

"Because one picture is worth a thousand words."

"Concretely brought procedures before group."

"Teachers actually saw good lesson planning -- asked questions."

"Small group meetings. These answered the immediate needs of the participants."

"These offered the most practical help for trainees."

"Because more people get individual attention."

"A give and take atmosphere in small groups encourages 'digestion' of ideas."

"The intimacy of these small groups provided frank and candid discussions of unique problems troubling a teacher."

In a word, the staff was highly laudatory of the two techniques -- demonstration lessons and small group discussions, which are the sine qua non of teacher training procedures.¹⁰

The following chart summarizes their responses and also reveals that at the top of the list of those aspects considered least valuable are guest speakers and staff (their own) presentations.

CHART II

COMPARATIVE LISTING OF PROGRAM ASPECTS WHICH STAFF CONSIDERED MOST VALUABLE AND LEAST VALUABLE TO THE PARTICIPANTS

	<u>Most Valuable</u>		<u>Least Valuable</u>	
	Rank	No. Times Mentioned	Rank	No. Times Mentioned
Demonstration Lessons	1	20	5	2
Small Group Discussions	2	19	4	3
Guest Speakers	3	14	1	9
Staff Presentations	4	10	1	9
Field Trips	4	10	6	1
Reading Assignments	6	2	3	7

The fact that each of these two program aspects was mentioned so many times prompted a closer look at the data in order to discover the possible explanations. The immediate observation is that the bulk of the responses for these two items in the "least valuable" category comes from institute "E." But why did the staff of this institute react so negatively to these two techniques? It is important to note that one of

¹⁰See discussion about these in "What the Participants Said"(p. 16).

the items was their own performance. Why were they so critical of themselves? Or were they questioning something else? Their own words may shed some light:

"Some large group presentations were overwhelming. Too much like what was in the methods books. Participants really didn't have time to absorb that kind of thing."

"Certain large group lectures which were too theoretical and philosophical in nature. Some...were excellent, however."

"Curriculum area had to be dealt with too briefly to be practical."

"Many of the talks to the whole group by outside speakers and staff members (my underlining) were poorly organized, spurious in content and enervating to the audience."

The institute "E" staff were equally vocal on the issue of guest speakers:

"The guest consultants were not always of the highest calibre."

In some instances the relationship between the topic and actual school was very remote. In addition, these presentations were far too consuming of time."

"...community resource people...presented too general a lecture that added nothing to help the trainees."

"Getting information first hand (rather than by listening to speakers)...experiencing, is the most meaningful way of learning."

"None of those aspects were particularly valuable, because poor planning and constant change in schedules dissipated their effectiveness."

On the issue of the staff presentations, there are at least two kinds of criticisms. The one suggests that the technique itself, under the given circumstances, was not best suited to the task: "Curriculum

area had to be dealt with too briefly...." The other is highly critical of the quality and content of particular presentations: "Overwhelming," "too theoretical and philosophical," "poorly organized," "spurious," "enervating."

The emphasis on the "practical" is in keeping with one of the major objectives already identified by the staff (item J on Chart I, p. 23). But it is interesting to note the revelation by the data that some of the staff members who faulted their colleagues for not being practical were themselves, in turn, criticized by these very people for being too theoretical.

This mutual placing of blame either raises the spectre of possible friction among the members of this staff, or pointedly suggests the need for some clarification and/or consensus about what is meant by "practical."

The first suggestion is borne out by the responses which the staff members of this institute gave to a later question. It asked how they would rate the level of communication and cooperation among the staff members at their center. Their answers reveal a situation of tension, mistrust and competition. For example, one staff member reported: "Too much communication or rather talk." Others commented:

"I feel that there was some rivalry."

"One member of the staff could not see the institute arranged on grade level. By much loud talking was able to prevent this kind of arrangement... Another instructor was more interested in dealing with the social aspect than the instructional."

"Shocking! The staff members for the most part were hostile, defensive and competitive in a petty sense toward each other. Some behaved like 'prima donnas.' Some exhibited gross infractions of good principles of human relations, both privately and before the group of trainees."

The reactions to the guest speakers also reflect at least a two-fold kind of complaint. The one questions the value of speakers in this setting: "Getting information first-hand, by experiencing, is the most meaningful way of learning." The other attacks directly the qualifications of the speakers and the quality and/or appropriateness of their presentations.

"Guest consultants not always of highest calibre."

"Relationship between topic and actual school very remote."

"Too general a lecture that added nothing to help the trainees."

Finally, when the influences of the responses from institute "E" are removed from all categories in the "least valuable" column, as shown in Chart III below, the picture emerges in a much more predictable fashion.

CHART III

RANK LISTING OF PROGRAM ASPECTS WHICH STAFF OF FIVE INSTITUTES* CONSIDERED LEAST VALUABLE TO THE PARTICIPANTS

	LEAST VALUABLE	
	Rank	Times Mentioned
Reading Assignments	1	7
Small Group Discussions	2	3
Staff Presentations	2	3
Guest Speakers	4	2
Demonstration Lessons	4	2
Field Trips	6	0

*Institute "E" responses excluded.

Proposed Changes

The variability which marked the staff responses to the first three questions on the questionnaire is equally characteristic of their recommendations for changes in future institutes. With respect to selection of participants, the staff called for many modifications. Among them are: include only inexperienced teachers; make participation mandatory for all teachers; organize institutes on strict grade level/subject basis; give in-service credit for attendance; screen prospective enrollees more closely; increase the number of participants, and many others. With all of these recommendations, more than 20 per cent of the staff for the six institutes said "no change."

For program content, the most frequently mentioned change was for the involvement of participants with children. Some instructors called for more extensive tours -- both of neighborhood schools and of the community. Still others suggested including more information about disadvantaged children, their parents and background. One group recommended that neighborhood children be invited as participants, and that they be paid a stipend for their involvement. Here again a significant percentage of the entire staff (20 per cent) wanted "no change."

Although the staff considered the guest speakers as the third most valuable aspect of the institute program, there were many recommendations for changes in the selection and use of the speakers. Some suggestions were: use more of them; screen them more carefully; get more effective, more knowledgeable ones; make them available to small groups; include more Board of Education personnel;¹¹ recruit speakers earlier; select

¹¹This recommendation was frequently made.

Puerto Rican educators and allocate less time to guest speakers.

As in the preceding two sets of recommendations, 20 per cent of the entire staff again claimed that they would not propose changes in the way guest speakers were used in the current institutes.

The next set of responses has a special significance because the instructor group was asked to evaluate themselves. The question was: "What changes would you make concerning the staff?" The first interesting fact to emerge is a predictable one -- 40 per cent of the group saw no need for changes. Only three persons suggested that the instructors selected should have worked with disadvantaged children; and two proposed that they ought to be more qualified. This means that 14 per cent (five out of 36) of the group asked for these two changes. Seventeen per cent of the participants' responses called for similar changes in the staff.

Other recommendations were to use aides to assist with the handling of supplies and materials, and to include an artist who would prepare slides and other transparencies for the overhead projector. Some felt that greater care should be taken in staff selection in order to insure a harmonious working relationship among the instructors for a given institute. Another suggested that the coordinator should have a voice in the selection of staff. The proposal from one institute was that the instructor group should be "composed of A.P.'s (assistant principals) appropriate to the level of the group led."

It is interesting to observe that not a single staff person suggested either of two recommendations which the participants made -- "involve some community people as instructors" and "select teachers who are more attuned to the community."

Staff Communication and Cooperation

The staff was next asked to rate the level of communication and cooperation both among themselves within institutes, and between them and the participants. On the first issue -- in-group rapport, 77.7 per cent (28 out of 36) gave positive responses. Six of the eight negative responses came from institute "E" whose rather strained staff relations have already been discussed (pp. 26-27).

Regarding the quality of cooperation and communication between staff and participants, an overwhelming 91.6 per cent (33 out of 36) of the instructors spoke favorably. This figure is significantly higher than the 65.2 per cent of the participants who also reacted positively to the staff-participant relationship.

The comparative percentages do suggest some differences in perception between the staff and the enrollees. It is not possible to tell with certainty which of the two groups more accurately reported the reality. But the comments made by many staff people in this regard do lack some of the precision and relevant details of those made by the participants.

Typical of what the staff said are the following: "Wonderful," "excellent," "good" (often with no further explanatory remarks).

"A fine rapport existed between staff and trainees. For example, many times the staff would devote their own time in conducting conferences with the individual trainees."

"Excellent. Participants gave token gifts to staff."

"On the whole very good. Most of the participants were interested and serious.... They helped in running the audio-visual machine.... One or two seemed to be attending only to collect the stipend."

"Good. Some persons were quite negative and did a minimum of work. Came in late."

The preceding comments are not unlike the ones made by the staff in their assessment of the impact of the program on the participants.

"Feedback was evidenced in the hallways, restaurants, before and after sessions, indicating the worth of this institute."

"The participants felt that this program will aid them immensely in teaching the under-privileged children in our district."

"Our program had much variety in it and all the participants derived value from all or some of its aspects."

"They were glad to learn the techniques of teaching the reading skills...."

"Good! The attendance was good. The program was varied and stimulating. It was well planned. A schedule for each day was worked out, so that everyone knew what to prepare for."

On the basis of these quotes, it would seem that the staff drew their inferences from their observations of the activities and interactions. But, apparently, they were far more willing than the participants to interpret generously.

It is also interesting to observe that very few of their comments suggested any effort, on their part, to look critically at their own actions and the possible negative effects of these on the enrollees. There seemed to be a taking for granted that whatever they did was somehow or other "right" for the participants.

In assessing the impact of their institute involvement on their own professional growth, the entire staff, with two exceptions,¹² acknowledged

¹²One gave a negative response, the other did not answer.

some positive effect. Many of their answers were thoughtful, and reflected an introspection which was not as apparent in their earlier comments.

One person observed: "I feel that I learned as much as or perhaps more than the participants. While before I was committed intellectually, I now feel committed emotionally and sympathetically." Others reported:

"I have had to review, refresh and redirect some of my teaching skills."

"It has reawakened many areas of teaching that were taken for granted."

"The Institute "challenged me to search for ways to help myself and other teachers to develop the potential of our disadvantaged children."

"Became more aware of the problems these new teachers experience."

"It provided an opportunity to understand and better appreciate the feelings of teachers."

If, as these comments suggest, the institutes have sparked in the instructor group a desire to reassess themselves, to rethink their supervisory roles, to renew their search for increasingly effective techniques, then there has been an added pay-off beyond the announced purpose of helping teachers to cope successfully with the academic needs of disadvantaged children.

The words are only a beginning. The really crucial test is the extent to which they are translated into action. It remains to be seen whether the performance will justify the words.

HOW THE OBSERVERS VIEWED THE INSTITUTES

Up to this point in the report, the emphasis has been on what the participants and staff, those most directly involved, have said about themselves and about each other. This section is devoted to what others, not directly concerned, have said about them and their activities.

All of the observers agree that there were occasional examples of excellent and inspiring teaching. In their own words:

"The quality of this instructor's program was excellent."

"The key instructors [in one particular institute] are master teachers."

"She knew her subject . . . and involved the participants."

In a few instances, the atmosphere was described as "stimulating" and "vital." One observer reported: "The room was alive and the participants were captivated." Another, reacting to the same situation, remarked: "The institute had vitality and excitement."

When all of the institutes are considered, the staff-to-participant ratio was 1:7.7. Two of the institutes had a 1:10.5 ratio (the highest), and one claimed a 1:3.6 (the lowest). Some of the guest speakers were stimulating, often presenting many significant challenges and demonstrating an (enviable) grasp of the problems with which the institutes were attempting to grapple. In two instances the observers commented: "She [the guest speaker] was provocative and dynamic," and "the excellent speaker . . . raised many issues for discussion."

The specialists (reading, audio-visual, mathematics) were effective, in the main, especially as they were able to work in small group settings.

Many of the participants were taught how to handle and operate some audio-visual equipment, e.g. the tape recorder, the 16mm sound projector, the overhead projector and various kinds of film strip machines.

It is to the credit of one institute director in particular that he allowed for some participant decisions about the program content. Said the observer: "The program was flexible enough to allow for the inclusion of topics or guests suggested by the trainees."

Every institute staff showed at least a verbal awareness of the importance of community involvement with the schools. Predictably, some went further than others in translating the idea into action. For example, one institute was satisfied with having the head of a community agency tell the group about his work. Another institute, on the other hand, took the participants into the community where they came into direct contact with the people and their activities.

Where children were not available, several of the participants "taught" their colleagues in a modified kind of practicum. This was clear recognition, on the part of those involved, of the importance of being able to test, in the crucible of classroom reality, the otherwise hollow theories about effective teaching of disadvantaged children.

The observers, too, showed keen recognition of some equally crucial factors bearing on the institute objectives and the probability of their being achieved. To the man, they all raised questions about the criteria for selection of staff. Their observations of the summer's activities have heavily underscored the need for this reconsideration. A few examples will suffice.

Many instructors were not professionally prepared for the tasks they were performing. For example, some who were teaching reading had had no previous background in doing so. Others had experienced little or no success in training teachers in disadvantaged areas, but they were "the authorities" in some institutes. "As far as I could gather," said one observer, "not one instructor had experience relevant to the position he held in the institute."¹³ Still others demonstrated negative attitudes toward minority people or revealed serious misconceptions about the learning potential of disadvantaged children.

One observer was moved to comment, after witnessing two instructors angrily disrupt two sessions being addressed by guest speakers:

"It was obvious, in both instances, that these two instructors were over-confident, intolerant and inflexible, in addition to being hostile to change and to constructive criticism. This was a very poor example for the trainees."

In another case, the leader of the institute actually advocated that teachers should not become involved with the children.¹⁴ More than one observer reported the widespread use of cliches and generalities among instructors who, by the position they were occupying, should have approached the issues with greater sensitivity and deeper knowledge.

¹³The quotation referred only to one particular institute.

¹⁴This calls to mind an earlier analysis of the participants' expectations (p. 11).

With respect to the instructional program, the observers took cognizance of those instances where they regarded it as relevant, stimulating, vital. One characteristic comment, for example, was: "The students were . . . optimistic and enthusiastic about the program." By the same token, however, it would be misleading not to include their criticisms when they found the program lacking in substance -- and there was a disturbing frequency of these criticisms. Their reports contain such commonly occurring descriptive terms as mediocre, not specific for the stated objectives, uninspiring, insufficient depth, misdirected.

One observer reported how two classes actually "sat through a lengthy penmanship lesson in which manuscript writing was taught to a class of . . . teachers. The session was not spent discussing methods of motivating the lesson, but rather in having each participant write each letter of the alphabet using the line and the circle."

In the light of the foregoing observations, it is not surprising, then, that much of the teaching was characterized as "ineffective," "too much lecture," "traditional," "instructor-dominated," "not well planned." In each instance the observers cited examples to support their conclusions.

The following quotes illustrate the kind of evidence presented:

"The Institute Director conducted a large group session from 9:10 A.M. to 1:00 P.M. First he wrote the homework assignment on the board for the following day. He began the . . . session by reading some passages on ITA (Initial Teaching Alphabet) and asking the participants to state whether the statements were valid or not. Many participants found it difficult to follow his reading and he made no attempt to give out copies of what he was

reading. Actually [he] wanted to lead a discussion on the importance of criteria but he never conveyed this to the participants. His reading to the group was a very poor motivation; and whenever a participant disagreed with him he stated: 'We don't have time to discuss this any longer. Let's move on to something else.' [He] constantly looked at his watch."

From another institute ". . . The one and one-half hour large group presentation was long and loose. The instructor had to continue to 'look for' the next item he wanted."

From still another: "[The instructor] failed to give the participants an outline or guide as to what they were to observe in the classroom to which they were assigned. Merely stating 'jot something down' was insufficient."

From a third institute:

"I observed five participants reporting on five different chapters of the assigned text, "Reading in the Secondary Schools" by M. J. Weiss . . . The Assistant Coordinator summarized each presentation made by the participants by monotonously going through all the steps of a reading-lesson plan. Not one person mentioned any new, special or different techniques that might be used to capture the attention of disadvantaged youth or encourage them."

All of the observers also agreed on two other issues: 1) that time was not efficiently used in many instances, and 2) that many participants communicated, by their actions and responses, an unfortunate attitude toward the institutes.

On the first, as one observer put it: "Every activity began late." Other observers mentioned how ten-minute breaks were stretched to 25 minutes; how the period between 8:30 and 9:00 was often wasted; how some small group discussions rambled on with no particular focus or specified

objective: how an entire day was spent presenting audio-visual material that should have required only three hours if it were better organized. Yet the same observer said of another institute: "It began promptly and adhered to time schedules."

The second issue is clearly illustrated by an observer's comment: "Many participants slept through the presentation, no one took notes, while others read the newspapers or did their nails." In another instance: "Some participants were reading newspapers, working crossword puzzles or simply daydreaming." In still another: "Several chewed gum, wrote letters or read novels not related to the course."

A more disturbing observation was that some participants expressed open hostility to minority groups. For example, one participant remarked after a minority group speaker had made a presentation: "He made us very uneasy. We became riled and almost resorted to name calling." Others communicated their belief that disadvantaged children were incapable of achieving well academically. Still others demonstrated a stereotyped, erroneous view of parents of the ghetto community. To cite one observer: "In a role-playing episode, the participant portraying the parent depicted her as being illiterate, with no husband but many boyfriends, careless with her responsibilities, a liar, holding ambitions for her child not in keeping with her own laissez-faire manner. When she indicated that her son 'wants to be a doctor,' the class laughed."

Of equal interest is the portrayal of the teacher in the role-playing situation outlined above. "[She]" was depicted as being highly organized. [She] had data and facts about the child. 'He is good with

his hands -- I do mean good.' (class laughed). 'He is cute.'" The observer asks: "What is this teacher's perception of this student?" "What are her expectations for his classroom performance?"

But while the observers have been disarmingly frank in their assessment of the situation, they have not failed to take note of many desirable participant characteristics. One reported that "the evidence, through responses, indicated that a few of the participants would have been better instructors than the instructors."

Another observer: "The participants were young and eager . . . seemed of a particularly fine and sensitive quality."

In a similar view, the observers recognized value in many of the community experiences provided for the participants. The neighborhood tours, the visits to libraries, the materials on community services, the involvement of community people. But they questioned whether much of this was a formality without substance. For example, it is useful to distribute a listing of the names and locations of hospitals in the district. But how much more useful, if the list also included such things as clinic hours, specific services offered, traveling directions, fees involved, if any.

Or consider the neighborhood tours. Is it enough to look out on the community through the window of a bus while a narrator points out this feature or that characteristic of the area? Shouldn't there be visits inside the residences and public places in the community? Couldn't one learn much more about price policy in the ghetto if the tour allowed for some comparison shopping? Isn't it important that at

least a part of the summer training be given over to learning about the community when it is at its liveliest and most vibrant best, i.e. during weekends and late afternoons or early evenings?

The observers also took note of the materials used in the institutes, and tried to make some assessment on at least the following criteria: relevancy, variety, effectiveness.

One report suggested that "the materials used were suitable and effective in most instances (during the periods of observation in a single institute). There were a few exceptions." On another occasion, the observation was: "The math and science instructors used a wide variety of materials."

A constant complaint from both staff and participants was the fact that many items on order did not arrive in time for most effective use.

After having viewed several lessons at one institute, an observer put it this way: "Suitable? Yes. Effective? Not always. Not varied enough. Materials used were commercial Little use made of teacher-made materials No science materials were used."

Many similar opinions were expressed by other observers of other institutes. But it would be quite inaccurate to make any highly critical generalizations about all of the institutes visited. In almost every case, both complimentary and unfavorable comments were made about the materials and their use. Thus one observer remarked on the relative scarcity in a particular situation: "There were not enough materials for the participants to engage in the actual doing." But in another case, the supply was adequate.

In conclusion, the observers strove for an accurate, vital, sensitive accounting of as many aspects of the institute programs as possible. They achieved their purpose to a remarkable degree. It is necessary only to read their reports in order to realize their skill in the analysis of classroom interaction. The level of agreement between independent observers of the same activities greatly inspired confidence in what they said. Coupled with the self-evaluation of staff and participants, their reactions should give the reader a reasonably clear picture of what occurred in the six sample institutes.

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

Now that the views of the participants, staff and observers have been expressed, it is logical that the next section of the report attempt some possible answers and suggest some likely directions.

The full story can never be known through dependence on people's self-evaluations and/or observer views. Hence, the degree to which the "evidence" is incomplete is the extent to which the conclusions deriving therefrom are inadequate.

It is profitable, nonetheless, to draw together, in the light of the available data, the significant items which are operative in the current programs, and to assess their probable influence on future programs. In this way, the resultant recommendations are more likely to be realistic and relevant.

PLANNING

One of the most important factors in the operation of this set of institutes is the fact that they were conducted in a decentralized setting. With few exceptions they deserve serious criticism for not having defined with greater clarity and specificity the objectives they wanted to achieve. The chart on p. 23 illustrates the point well. It is more sharply delineated by the following comment of a codirector. An observer asked whether the participants knew the objectives of the program and, if so, how they got the information. Her reply was that she felt they had "heard by the grape vine" that the institute would deal with the disadvantaged.

The relative freedom to design a program that is responsive to local needs is an extremely important concept, and vital to the survival of public education. Nevertheless, it does place an unaccustomed responsibility on the shoulders of those who would ordinarily be implementing a "package" handed down from a central office.

There has neither been time nor training for the new role which is being required of the local school officials, and it is to be expected that some of their first attempts will be less than adequate.

The guidelines which went out to all of the districts from Board of Education headquarters included the following purposes: 1) "To develop and implement a program for training of teachers newly assigned

to the elementary and intermediate schools located in a disadvantaged neighborhood and enrolling a large majority of disadvantaged pupils."

2) "To train teachers of disadvantaged children in the teaching of reading."

Clearly the onus was on the local leadership to construct programs that would have very specific goals. This is a logical development; because if the concept of decentralization is to remain intact, then the guidelines must be loose enough to allow for variation and expression of individual needs.

The local school staff and community people are the ones closest to the educational problems of the area. It follows that any planning for institutes that are designed to deal with those problems should be done jointly by representatives from both groups.

If the final authority for approving the plans rests with the district superintendent, then such approval should be forthcoming only after he has convinced himself that they reveal some tentative answers to at least the following three questions:

1) What specifically, do you expect to accomplish? (It is not sufficient to say "train teachers," or "orient teachers," or any other of the commonplace expressions which do not communicate with precision, but which often pass for precise goals. If the object is to help teachers to acquire skill in the use of certain techniques, then it should be so stated. If it is to affect their teaching styles with, or their approaches to a particular segment of the pupil population, again it should be set down as precisely as possible).

2) How do you hope to accomplish the objectives? i.e. What things will you actually do? A typical answer might be: "Small group discussions and seminars." But what is discussed in the small group? What is the content of the seminar? Are these techniques the most appropriate for achieving the stated objectives?

3) How will you know if you have reached your goals? Too often the matter of evaluation is an afterthought, when in fact it ought to be taken into consideration at the time of planning. Issues and goals which are unclear often become more sharply defined as the planners also strive to outline an evaluation design.

As an example, if this question had been dealt with when the current institutes were being designed, it would have become apparent in the beginning that it is not possible to assess the degree of improvement of a teacher's effectiveness with disadvantaged children in the absence of two very critical factors:

(a) some measure of his effectiveness before he became involved in the institute.

(b) an opportunity for him to work with children as an integral part of the institute activities.

The first was completely missing from all of the programs studied. The second was partially true and for only a few of the six institutes.

RECOMMENDATIONS

1) Future institutes should be planned jointly by school and community people.

2) The objectives should be clear-cut and specific, and communicated clearly to the participants.

3) Plans for evaluation should be part of the initial design. This means that the evaluator should be involved in the planning from the beginning.

SELECTION OF STAFF & INVOLVEMENT OF CHILDREN

Throughout the report the observers, several participants, and even some members of the staff itself were often complaining about the qualifications of many among the instructor group.

It seems logical that in an institute whose purpose is to increase teachers' effectiveness with disadvantaged children, the instructors ought surely to be people who have worked successfully with such children.

Because this was not the case in many instances, it becomes necessary to raise some questions about how the staff was selected, and to make some suggestions about how they ought to be chosen in the future.

No easily defined pattern has emerged regarding the method of staff selection among the six sample institutes. The coordinators were principals and/or assistant principals in the main; but it is not always clear why a particular person was chosen. An occasional participant has hinted at favoritism, but again there is no way to document this view. What is important is that some instructors were put into the position of being "experts" in areas for which their backgrounds had not prepared them.

In another setting this might even be a commendable move, demonstrating faith in the person's capacity for learning on the job. But

the time period over which the Summer Institutes must operate is much too short to allow for this kind of learning as you go. Besides, the format of most of the institutes did not include, as an integral part of their organization, the opportunity for systematic and daily, direct work with children.

There would be little reason, therefore, to expect that on-the-job training for the instructors would be of an intense enough quality in the area where they needed the greatest expertise. In fact, it is highly questionable whether the participants can honestly receive adequate training in effectiveness with disadvantaged children, if there are no children with whom they can attempt to put into practice the ideas discussed in small group meetings.

Demonstration lessons alone will not serve this need -- and even these were in short supply. Unfortunately, the assumption often is that if the teacher simply learns more techniques, or is made more aware of the children's special needs, then it follows that he will become more effective.

This simplistic view fails to take into account other factors which also influence effective teaching. Among these are the teacher's expectations, his attitude toward his pupils, his capacity to work well with children whose views of life are significantly different from his own, his willingness to endure trials by fire until he has convinced the children of his sincerity, his tolerance for unorthodoxy in the classroom.

To talk realistically about improving teacher effectiveness, therefore, is to provide the context in which such improvement can take place, and this calls for systematic work with children.

One institute group suggested that youngsters be paid a stipend and be invited to "serve" in the institute. The idea is not as preposterous as it might seem at first, even to many sophisticated teachers. But if the concept of remuneration for learning one's craft is acceptable, then it has not been done violence if some of the money is paid to the students.

In fact, there could be shifting roles for the children. They would be the learners for most of each day; but occasionally they could serve as discussants from whom the participants could learn a great deal about their own skill or lack of it in their interaction with the children.

RECOMMENDATIONS

1) Select as institute staff only those who have shown an enviable competence in the area of their institute roles. The district superintendent, his staff, local administrators and teachers, community people, all should be encouraged to identify possible candidates. The process should begin early enough in the year to allow a screening panel to select the most highly qualified for the specific demands of the program.

2) Plan the institute around a class or classes of children (disadvantaged ones for obvious reasons) who are profitably engaged in a bona fide pursuit of knowledge. In this way their involvement would have real meaning for them, and the enrollees would be "teaching" in an honest setting in which the goals are real and legitimate.

SUMMER INSTITUTES

For a variety of reasons, it is no longer feasible to think of school as going only from September to June. As a matter of fact, the activities during the summer may in some ways exceed those of the "regular" school year.

It is a profitable use of time to devote the summer to institutes and to other kinds of short-term, intense training which might not be as conveniently done during the winter and spring terms. During the summer, it is also possible to test unusual, organizational arrangements, and to try out ideas which might be stifled in the day-to-day structure and operation of the regular school.

But the summer work should not be perceived as an entity with no prior or later connections. Instead, there should be a deliberate attempt to design what is done in this period as a natural sequel to what was done in the preceding months, and at the same time plan for the logical continuation or tie-in during the succeeding year.

Under this plan, the summer teacher training institutes would be only one phase in a well articulated program, which lasted over a long enough period to allow for a much more realistic approach to the successful teaching of disadvantaged children.

SELECTION OF PARTICIPANTS

The selection of participants would also become crucial if the above design were followed. For the sake of the desired continuity, it would be necessary to choose enrollees on a more systematic basis. The emphasis could still continue to be on beginning and/or inexperienced

teachers -- if this were the focus.

Often a serious impediment to the successful carrying out of ideas gleaned from one training program or another is the fact that when the teacher gets back to her school, she may find a more hostile, less receptive atmosphere. She quickly becomes discouraged, and the chances are good that she will revert to the old ways and eschew the new ideas which are apparently too threatening for her colleagues.

There is little reason to believe that such a situation will not occur repeatedly, following the set of institutes under discussion. Even if the teachers in a given institute came from the same district, there was no built-in component for dealing with the problem of receptivity and support at the school level.

RECOMMENDATION

Enrollment in a given institute should be open only to teams from the same schools rather than to individuals regardless of school affiliation.

The team should include teachers and supervisors who ordinarily work together in their school. Not only does this make for greater sharing during the training period, but it almost guarantees a mutual support for each other when they go back to their school. Another pay-off is that the supervisor member of the team will have the status and, hopefully, the authority to help create the receptive attitude which is too often missing.

THE INSTITUTE PROGRAM

The observers were especially critical of many aspects of the institute program, describing it as traditional, unimaginative, uninspiring. Some members of the staff were also vocal in their disapproval: "too much like the methods books."

These comments are well deserved. A summer program, especially one that is seeking to stimulate in teachers the adoption of new and different approaches, not only has the opportunity but the obligation to be excitingly unorthodox. Some of the institutes demonstrated a flair for this, occasionally. But, in the main, the six sample institutes were dull, repetitive sessions, often dealing with pseudo issues (v. pp. 37-38) instead of grappling with really important problems. The participants certainly supported this view by their attitude, e.g. reading the newspaper, polishing their nails, sleeping, while activities were in session. (v. pp. 38-39 and Table VIII).

Another damaging piece of evidence is the fact that in five of the six institutes studied, anywhere from one-fifth to almost one-half of the participants said they would not advise attendance by others. (v. Table VIII).

Some representative comments by the group illustrate their reasons:

"Not if it's run like this one. Institutes are needed; but trainees need reality, not theory."

"Stipend too low."

"Being held responsible for your attendance (having to punch in and out) requires remuneration."

"As it is presently run, it is designed to teach new teachers old methods."

"Learned next to nothing in 50 hours. What I learned could have been meaningfully given in five hours. . ."

"I wasted two weeks of my time, the government has wasted a lot of my money! Show me a valid institute, one which guides."

The very existence of the institutes is living testimony to the abject failure of the usual techniques with a significant minority of the pupil population. To use the vehicle of the institute as a means of propagating the same tired dogma is a mockery of the intent. Such a miscarriage of purpose, under the guise of preparing teachers for greater effectiveness, is reprehensible, to say the very least, and has no place in an enlightened system which, in many quarters, is genuinely seeking solutions to an urgent, massive problem.

It is important to communicate the recognition that not everyone who might be "guilty" of slavish adherence to the so-called traditional methods is either ineffectual or necessarily party to a travesty. Some traditional approaches and techniques do work with disadvantaged children. Equally important, some teachers do not have the capacity for working in the relatively unstructured way of many innovative programs. To mandate every teacher to adopt new ways is as rigid and short-sighted as worshipping at the altar of "tried and true" methods. More than anything, what is needed is flexibility in teaching behavior, coupled with a

willingness to "try it another way," and a tolerance for the unusual.

The role of the summer institute emerges more clearly in the light of the foregoing.

RECOMMENDATION

Include in the design of each institute an "experimental" component. That is, set aside a segment of time daily/weekly in which to try out as many of the unorthodox techniques and approaches as the imagination and courage will permit. Although the initial planning should have explored several possible activities for that segment, there should be a sufficient looseness to allow for the incorporation of later ideas and changes as the situation warrants.

CONCLUDING STATEMENT

Ultimately the factor which plays perhaps the greatest single role in the success or failure of training institutes for teachers of the disadvantaged is the philosophy underlying their existence and operation.

The way in which the supposedly disadvantaged children are viewed will clearly determine the kind of "solution" being sought. Thus, if the cause for failure is perceived as being within them, the emphasis will be on programs that are designed to change them.

If, on the other hand, the educational system is recognized as having a major part in the failure, then, hopefully, the search will be on for ways in which to change the system so as to improve its efficiency, and thus succeed in those instances where it had known only failure.

There is serious question whether the current crop of institutes, as represented by the samples, did not adhere to the former rather than to the latter view. As evidence, only 17 per cent of the participants suggested that a reason for their involvement was the possibility of changes in themselves, i.e. in their perceptions, their approaches, their expectations. In addition, among the four major objectives identified by the staff, only one indirectly involved similar changes in these areas -- "Develop in teachers an understanding of disadvantaged children." The observers, too, reported how many of the programs lacked sparkle or innovative thrust. In fact, with few exceptions, they could be described as "more of the same."

It would seem that an underlying assumption in each of these pieces of supportive evidence is the belief that the usual approaches and techniques are appropriate and sufficient, provided they are repeated often enough.

Given the truth of this observation, the participants and staff were, indeed, seeking to change the child without making a comparable search for ways of changing the system. This is a one-sided and therefore erroneous view -- the logical extension of a very questionable assumption. For surely, if the schools have failed a particular segment of the student population, a realistic attempt to identify possible reasons for the failure would necessarily include looking at both the schools and the students.

No institute, no matter how efficiently organized, can expect to make a significant improvement in teacher effectiveness with "disadvantaged" children until it recognizes and fulfills its obligation to bring about needed changes in the teachers' concepts, attitudes and beliefs, in addition to improving their techniques.

The challenge of teaching successfully children whose backgrounds have not prepared them for school's demands forces recognition of the need for more than technique. The teachers must bring to their tasks, in addition, a rich mixture of understanding, unorthodoxy, flexibility, high expectation and an abiding faith in the children's ability to learn.

If, as it has repeatedly announced, the Board of Education is genuinely concerned about the deteriorated conditions in ghetto schools, and is sincere in its determination to correct them, then future institutes must reflect in organization, concept and operation the enlightened philosophy that ghetto children are the victims and not the causes of the intolerable conditions leading to their academic failure.

The problem is massive and urgent. It will not yield to fragmented, ill-conceived programs which consume much money but offer little payoff. It demands concerted, massive effort in a climate of hopeful creativity. The Board has accepted the challenge. It remains to be seen how it will be carried out in future teacher institutes.

APPENDIX A

APPENDIX A - Tables

A1

TABLE I

What specific reasons did you have for attending this institute?

(In ranking order)

N = 338*

	<u>No.</u>	<u>%</u>
1. Learn more effective teaching techniques	158	46.4
2. Become better teachers	56	16.5
3. Gain greater knowledge about the disadvantaged child	48	14.2
4. Earn money	44	13.0
5. Share problems with others	12	3.5
6. Other	18	5.3
7. No response	2	.4

Breakdown by Institutes for Two Categories

(In ranking order)

Become better teacher

<u>Institute</u>	<u>%</u>
E	8.7
A	9.6
D	10.4
F	19.1
B	22.6
C	27.5

Earn Money

<u>Institute</u>	<u>%</u>
D	20.8
B	16.7
E	15.2
A	9.6
C	8.6
F	8.5

*Refers to the number of responses. This number will vary from table to table since some participants gave multiple answers. The six institutes enrolled 273 participants.

TABLE II

When you return to your classroom in September what things will you do differently?

Group I

(Related to content and curriculum)

Cognitive

(In ranking order)

N = 332

	<u>No.</u>	<u>%</u>
1. Make motivation more relevant	80	24.2
2. Make aims and objectives more specific	44	13.4
3. No change	36	10.9
4. Emphasize individualized reading more	32	9.7
5. Others	57	17.1
6. No response	15	4.6
		<u>79.9</u>

Group II

(Related to interaction with children)

Affective

(In ranking order)

N = 332

	<u>No.</u>	<u>%</u>
1. Show greater sensitivity to disadvantaged children	51	15.5
2. Participate more in community life	15	4.6
		<u>20.1</u>

TABLE III

Identify those aspects of the program which influenced your thinking.

(In ranking order)

	N = 357	
	<u>No.</u>	<u>%</u>
1. Staff presentations other than those mentioned	117	32.8
2. Guest speakers	112	31.4
3. Small group discussions	32	8.9
4. Field trips	24	6.7
5. Materials	21	5.8
6. Demonstration lessons	19	5.3
7. Informal talks with others	18	5.0
8. Demonstrating specific equipment	7	1.9
9. Reading Assignments	7	1.9

Breakdown by Institutes for Four Categories

(In ranking order)

	N = 73		N = 70		N = 68	
	<u>A</u>		<u>B</u>		<u>C</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1. Guest speakers	18	24.8	14	20.0	23	33.8
2. Staff presentations other than those mentioned	16	21.9	40	57.1	23	33.8
3. Demonstration lessons	3	4.1	2	2.9	6	9.0
4. Small group discussions	12	16.4	1	1.4	8	11.7

	N = 57		N = 41		N = 48	
	<u>D</u>		<u>E</u>		<u>F</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
1. Guest speakers	6	10.5	8	19.5	17	35.4
2. Staff presentations other than those mentioned	26	45.6	21	51.0	17	35.4
3. Demonstration lessons	3	5.3	4	9.8	1	2.1
4. Small group discussions	5	8.8	5	12.2	1	2.1

TABLE IV-A

Rate each aspect of the institute.

	(In ranking order)	
<u>Guest Speakers</u>	N = 267	
	<u>No.</u>	<u>%</u>
Extremely valuable	175	65.6)
Valuable	67	25.1)
No value	25	9.3

Breakdown by Institutes for Guest Speakers

(In ranking order)

	N = 42		N = 57		N = 52	
	<u>C</u>		<u>A</u>		<u>B</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely valuable	37	88.1)	37	64.9)	40	76.9)
Valuable	5	11.9)	18	31.6)	8	15.4)
No value	-	-	2	3.5	4	7.7

	N = 36		N = 38		N = 42	
	<u>F</u>		<u>E</u>		<u>D</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely valuable	19	52.8)	19	50.0)	23	54.8)
Valuable	12	33.3)	13	34.2)	11	26.2)
No value	5	13.9	6	15.8	8	19.2

TABLE IV-B

Rate each aspect of the institute.

(In ranking order)

Staff Presentations other
than those mentioned

N = 239

	<u>No.</u>	<u>%</u>
Extremely valuable	129	54.0)
Valuable	68	28.3)
No value	42	17.7

Breakdown by Institutes for Staff Presentations Other Than Those
Mentioned

(In ranking order)

N = 41

N = 34

N = 47

	<u>No.</u>	<u>C</u>	<u>%</u>	<u>No.</u>	<u>D</u>	<u>%</u>	<u>No.</u>	<u>E</u>	<u>%</u>
Extremely val- uable	29	69.3)	97.4	18	53.0)	91.1	33	70.1)	
Valuable	11	28.1)		13	38.1)		9	19.2)	89.3
No value	1	2.6		3	8.9		5	10.7	

N = 36

N = 33

N = 50

	<u>No.</u>	<u>E</u>	<u>%</u>	<u>No.</u>	<u>F</u>	<u>%</u>	<u>No.</u>	<u>A</u>	<u>%</u>
Extremely val- uable	21	58.5)	83.6	10	30.1)	75.6	20	40.0)	
Valuable	9	25.1)		15	45.5)		11	22.0)	62.0
No value	6	16.4		8	24.4		19	38.0	

TABLE IV-C

Rate each aspect of the institute.

(In ranking order)		
<u>Demonstration Lessons</u>	N = 263	
	<u>No.</u>	<u>%</u>
Extremely valuable	177	67.4)
Valuable	50	19.0) 87.4
No value	36	13.6

Breakdown by Institutes for Demonstration Lessons

(In ranking order)								
N = 37			N = 42			N = 41		
	<u>E</u>			<u>C</u>			<u>D</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely val-	31	83.8)	39	92.8)	24	58.7)	24	58.7)
uable		97.3		95.2		90.4		90.4
Valuable	5	13.5)	1	2.4)	13	31.7)	13	31.7)
No value	1	2.7	2	4.8	4	9.6	4	9.6

N = 51			N = 34			N = 58		
	<u>B</u>			<u>F</u>			<u>A</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely val-	39	76.5)	14	41.2)	30	51.6)	30	51.6)
uable		90.2		82.4		68.9		68.9
Valuable	7	13.7)	14	41.2)	10	17.3)	10	17.3)
No value	5	9.8	6	17.6	18	31.1	18	31.1

TABLE IV-D

Rate each aspect of the institute.

(In ranking order)

Small Group Discussions	N = 266	
	<u>No.</u>	<u>%</u>
Extremely valuable	148	55.6)
Valuable	68	25.6)
No value	50	18.8

Breakdown by Institutes for Small Group Discussions

(In ranking order)

	N = 44		N = 37		N = 39	
	<u>C</u>		<u>E</u>		<u>D</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely valuable	36	81.8)	22	59.5)	24	61.5)
Valuable	6	13.6)	12	32.4)	11	28.2)
No value	2	4.5	3	8.1	4	10.3

	N = 55		N = 60		N = 31	
	<u>B</u>		<u>A</u>		<u>F</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
Extremely valuable	24	43.6)	37	61.6)	5	16.1)
Valuable	19	34.5)	6	10.0)	14	45.2)
No value	12	21.8	17	28.4	12	38.7

TABLE V-AStated Objectives

List of Recommended Changes in Stated Objectives

(In ranking order)

	N = 188	
	<u>No.</u>	<u>%</u>
No change.	113	60.0
State objectives more clearly and specifically.	25	13.3
Concentrate more on teaching techniques for disadvantaged children.	20	10.7
Include more information about the nature of disadvantaged children.	9	4.8
Include more clerical work and routine.	5	2.7
Broaden objectives to include other segments of the population.	5	2.7
Include more on preparing lessons.	4	2.1
Include more on discipline problems.	4	2.1
Stress the relationship of the teacher to the community.	3	1.6

Breakdown by Institutes for Four Categories

(In ranking order)

	N = 30		N = 30		N = 34	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No change	27	90.0	24	80.0	21	62.0
State objectives more clearly and specifically	2	6.7	3	10.0	5	14.7
Concentrate more on teaching techniques for disadvantaged children	1	3.3	-	-	4	11.8
Include more information about the nature of disadvantaged children	-	-	3	10.0	-	-

TABLE V-A (Continued)

	N = 29			N = 40			N = 25	
	<u>E</u>			<u>A</u>			<u>F</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>		<u>%</u>	
No change.	18	62.0	17	42.5	6		24.0	
State objectives more clearly and specifically.	1	3.5	10	25.0	4		16.0	
Concentrate more on teaching techniques for disadvantaged children.	2	6.9	5	12.5	8		32.0	
Include more information about the nature of disadvantaged children.	1	3.4	5	12.5	-		-	

TABLE V-B

Partial list of recommended changes in Program Content.

(In ranking order)

N = 184*

	<u>No.</u>	<u>%</u>
No change	58	31.3
Make content more concrete, less theoretical	32	17.4
Greater emphasis on traditional curriculum areas	28	15.2
Let content grow out of actual interaction (child/teacher)	27	14.7
Stress teaching techniques more	17	9.3
Present content which is decided upon by participants	6	3.3
Emphasize parents and community (how to deal with)	5	2.7

Breakdown by Institutes for Four Categories

(In ranking order)

No Change			Greater emphasis on traditional curriculum areas		
<u>Institute</u>	<u>No.</u>	<u>%</u>	<u>Institute</u>	<u>No.</u>	<u>%</u>
D (N = 28)	12	42.6	E (N = 27)	8	29.3
B (N = 31)	13	42.0	C (N = 27)	6	22.1
C (N = 27)	9	33.0	F (N = 29)	5	17.3
E (N = 27)	8	29.3	B (N = 31)	4	12.9
A (N = 42)	12	28.3	A (N = 42)	3	7.3
F (N = 29)	4	13.8	D (N = 28)	2	7.2

Make content more concrete, less theoretical			Let content grow out of actual interaction (c/t)		
<u>Institute</u>	<u>No.</u>	<u>%</u>	<u>Institute</u>	<u>No.</u>	<u>%</u>
A (N = 42)	16	38.1	D (N = 28)	5	17.9
F (N = 29)	6	20.4	C (N = 27)	4	14.8
E (N = 27)	4	14.8	E (N = 27)	4	14.8
B (N = 42)	4	12.9	A (N = 42)	6	14.3
D (N = 28)	2	7.2	F (N = 29)	4	13.8
C (N = 27)	-	-	B (N = 42)	4	12.9

*There were 65 irrelevant responses. Forty-one people did not answer at all.

All

TABLE V-C

Partial list of recommended changes in Selection of Staff.

(In ranking order)

	N = 211	
	<u>No.</u>	<u>%</u>
No change	121	57.0
Select more qualified teachers	18	8.5
Select instructors who have worked with disadvantaged children	18	8.5
Do not select supervisors (i.e. A.P.'s)	7	3.3
Select staff who are more objective	5	2.4
Use specialists in curriculum areas	5	2.4
Select minority group staff members	5	2.4
Include more teachers from "elementary" level	5	2.4
Select a more qualified coordinator	5	2.4
Select a more dynamic staff	4	1.9

Breakdown by Institutes for One Category

(In ranking order)

	No Change	
<u>Institute</u>	<u>No.</u>	<u>%</u>
E (N = 25)	17	68.0
D (N = 34)	22	64.7
B (N = 39)	23	59.0
C (N = 38)	22	58.0
F (N = 28)	15	53.5
A (N = 47)	22	46.9

TABLE VI-A

In what ways do you feel differently about these children?

(In ranking order)

N = 175

	<u>No.</u>	<u>%</u>
No change	108	61.8
Greater desire to help them	17	9.7
More sympathetic	14	8.0
Greater hope and/or higher expectations	11	6.3
More patient and tolerant	9	5.3
They are as human as other children	4	2.3
See disadvantaged children as individuals		
- not as group	4	2.3
Must be firmer (not punitive)	3	1.7
More negative	3	1.7
More empathetic	2	1.1

	<u>No.</u>
irrelevant responses	52)
no responses	98
	46)

TABLE VI-A 1

What ways do you feel differently about these children?

Institute	A		B		C		D		E		F	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
No Change	30	83.2	14	45.1	18	64.4	20	60.6	12	57.3	14	54.0
Greater desire to help them	1	2.8	6	19.4	2	7.1	1	3.0	5	23.4	2	7.7
More sympathetic	1	2.8	-	-	4	14.3	3	9.1	1	4.8	4	15.4
Greater hope and/or higher expectations	-	-	5	16.2	2	7.1	1	3.0	2	9.6	1	3.8
More patient and tolerant	1	2.8	-	-	2	7.1	6	18.2	-	-	-	-
They are as human as other children	-	-	2	6.5	-	-	-	-	-	-	2	7.7
See disadvantaged children as individuals - not as a group	1	2.8	1	3.2	-	-	1	3.0	-	-	1	3.8
Must be firmer (not punitive)	1	2.8	1	3.2	-	-	-	-	-	-	1	3.8
More negative	1	2.8	-	-	-	-	1	3.0	-	-	1	3.8
More empathetic	-	-	1	3.2	-	-	-	-	1	4.8	-	-
	No.		No.		No.		No.		No.		No.	
Irrelevant Responses	13		10		8		9		6		6	
No Responses	13		9		7		6		7		4	
Total	26		19		15		15		13		10	

TABLE VI-B

To what extent do you feel your teaching skills with these children have been improved?

Partial List of Responses

(In ranking order)

N = 142*

	<u>No.</u>	<u>%</u>
No change	38	27.0
Motivate in new ways	34	24.0
Skills can't be evaluated at this time	20	14.1
Feels able to analyse and solve individual reading weaknesses	13	9.2
Skill in setting goals relevant to child's need	7	4.9
Greater skill in recognizing pupils' level of achievement	5	3.5
Greater skill in the use of teaching machines and aids	4	2.8

Breakdown by Institutes for Three Categories

(In ranking order)

No Change			Skills can't be evaluated		
<u>Institute</u>	<u>No.</u>	<u>%</u>	<u>Institute</u>	<u>No.</u>	<u>%</u>
F (N = 19)	11	57.9	E (N = 15)	4	26.6
D (N = 21)	8	38.1	C (N = 24)	5	20.8
A (N = 29)	10	34.0	A (N = 29)	6	20.7
B (N = 34)	5	14.7	F (N = 19)	2	10.5
C (N = 24)	3	12.5	B (N = 34)	3	8.8
E (N = 15)	1	6.7	D (N = 21)	-	-

Greater skill in recognizing pupils' level of achievement

<u>Institute</u>	<u>No.</u>	<u>%</u>
B (N = 34)	3	8.8
E (N = 15)	1	6.7
D (N = 21)	1	4.7
A (N = 29)	-	-
C (N = 24)	-	-
F (N = 19)	-	-

*There were 107 irrelevant responses. Thirty-six people did not answer at all.

TABLE VII

How well did the staff and participants communicate with each other?

	N = 273	
	<u>No.</u>	<u>%</u>
Positive responses	178	65.2
Negative responses	59	21.6
No responses	36	13.2

Breakdown by Institutes in Ranking Order

Positive responses

<u>Institute</u>	<u>%</u>
C	95.1
D	80.6
E	66.7
F	57.1
B	56.6
A	56.3

Negative responses

<u>Institute</u>	<u>%</u>
F	40.5
A	28.1
B	26.4
E	19.4
D	6.5
C	2.4

No responses

<u>Institute</u>	<u>%</u>
B	17.0
A	15.6
E	13.9
D	12.6
C	2.4
F	2.4

TABLE VIII

Would you advise your teacher friends to attend a future institute?

		N = 263	
		<u>No.</u>	<u>%</u>
yes	- without money	139	52.9
yes	- with money	57	21.7
no		67	25.0

Breakdown by Institutes in Ranking Order

<u>No's</u>		<u>No's and yes with money</u>	
A	45%	A	65%
F	38.9%	F	58.3%
B	20%	D	50%
D	20%	B	46%
E	19.4%	E	30.6%
C	2.4%	C	24.3%

APPENDIX B

-

Instruments



Bank Street College of Education 69 Bank Street
New York, N. Y. 10014

EDUCATIONAL RESOURCES CENTER

103 East 125 Street New York, N. Y. 10035 Tel. 831-1200

Summer 1967

Ladies and Gentlemen:

As part of its arrangement with the New York City Board of Education, the Center for Urban Education has asked the Educational Resources Center, Bank Street College, to conduct an evaluation of the current series of Training Institutes for Teachers of the Disadvantaged.

We are delighted to take part in this activity, especially because we believe firmly that whatever recommendations are forthcoming as a result will surely mean improved and more effective institutes in the future.

You certainly are aware of the significant role you play in this endeavor. We therefore urge your full cooperation in the following two ways:

1. Periodically, some observers will appear on the scene and will not only record their impressions of what is occurring, but will be seeking the opportunity to speak with many of you informally.
2. Toward the end of your institute we will ask you to fill out a short questionnaire.

Please understand that our interest is only in learning from the present in order to improve the future. Do not identify yourself. We hope that you will feel free to answer the questions with absolute candor. It is only in this way that we can expect to arrive at a reasonably accurate account of what has gone on.

We appreciate your cooperation, and thank you sincerely.

Very truly,

M. Sylvester King
M. Sylvester King
Director

Title 1 Evaluations
Conducted for
CENTER FOR URBAN EDUCATION
by
EDUCATIONAL RESOURCES CENTER
M. Sylvester King, Director

Summer 1967

Observation Guideline

I. Description of Center

- a. location
- b. duration
- c. type (Rdg., T.T.) no. of participants - registered
no. of participants - present
- d. profiles of participants
- e. profiles of instructors (educ. bkgd., experience, how relevant to current position?)
- f. atmosphere (free, restrictive)

II. Instructional Program

- a. quality
- b. relevancy (to needs of participants, to objectives of program)
- c. methods (lecture, demonstration, participating, e.g. small group seminars, guest speaker)
- d. materials (suitability, effectiveness, variety, quantity)

III. Evaluation

- a. What desirable features? (enumerate)
- b. What undesirable features? (enumerate)
- c. What recommendations for improvement?

District _____

Title 1 Evaluations
Conducted for
CENTER FOR URBAN EDUCATION
by
EDUCATIONAL RESOURCES CENTER
M. Sylvester King, Director

Summer 1967

SUMMER TRAINING INSTITUTE

Name of Participant _____

Home Address _____

Assignment for September _____

College Experience

<u>Years</u>	<u>College</u>	<u>Degree</u>	<u>Major</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Other Post High School Training:

List Courses or types of contact related to Minority Groups (Camping,
Workshops, discussion sessions, etc.)

Years of Teaching Experience _____

Years of Experience in Special Service Schools _____

What are your professional ambitions? _____

Professional affiliations, if any: _____

Summer 1967

Dear Participants:

We invite your cooperation in completing the attached questionnaire. Please DO NOT PUT YOUR NAME on any part of the form.

We urge you to answer as candidly as you can, and to use additional sheets of paper wherever you feel the need.

Thank you sincerely,

M. Sylvester King, Director
Educational Resources Center

Title I Evaluations
Conducted for
CENTER for URBAN EDUCATION
by
EDUCATIONAL RESOURCES CENTER
M. Sylvester King, Director

Summer 1967

Summer Institutes for Teachers of the Disadvantaged

PARTICIPANTS' EVALUATION QUESTIONNAIRE

Note: Please use reverse side of page if more space is needed
for your answers.

1. What specific reasons did you have for attending this Institute?

2. When you return to your classroom in September, what are some of the things you will do differently as a result of attending this Institute? (Please give as full an account as possible).

3. Please identify those aspects of the training program which influenced your thinking.

- The stated objectives
- The organization and schedule
- The program content
- The selection of staff
- The facilities and equipment
- The selection of participants

Participants' Evaluation Questionnaire
(Summer Institute for Teachers of the Disadvantaged)

page 3

- 5a. What things do you now know about disadvantaged children that you did not know before?
- 5b. In what ways do you feel differently about these children?
- 5c. To what extent do you feel your teaching skills (with these children) have been improved?
- 6a. Would you advise your teacher friends to attend a future institute for teachers of the disadvantaged?
- Yes _____ No _____ Not sure _____
- 6b. If you have checked "Yes" or "Not sure" would you give the same advice if no remuneration were offered?
- Yes _____ No _____
- 6c. If you have checked "No" please state your reasons.

7. Listed below are some of the various aspects of the Institute's program. Please rate each one in terms of how valuable you found it to be by circling one of the numbers from -3 to +3. If you feel it was of no value, circle -3; if you feel it was extremely valuable, circle +3. If you feel it was somewhere in between, circle one of the numbers from -2 to +2. Then kindly explain your reasons for this rating in the space provided below the rating scale.

Of no
Value

a. Guest Speakers

Extremely
valuable

-3 -2 -1 +1 +2 +3

Reasons for rating:

b. Demonstrations of Special Equipment, such as Projectors, etc.

-3 -2 -1 +1 +2 +3

Reasons for rating:

c. Demonstration Lessons

-3 -2 -1 +1 +2 +3

Reasons for rating:

d. Other Staff Presentations

-3 -2 -1 +1 +2 +3

Reasons for rating:

Of no
Value

Extremely
Valuable

e. Small Group Discussions

-3 -2 -1 +1 +2 +3

Reasons for rating:

f. Field Trips

-3 -2 -1 +1 +2 +3

Reasons for rating:

g. Reading Assignments

-3 -2 -1 +1 +2 +3

Reasons for rating:

h. Instructional Materials

-3 -2 -1 +1 +2 +3

Reasons for rating:

8. How well, in your estimation, did the staff and participants communicate with each other? (Please cite some specific examples to support your view.)
9. Of what value to you was the opportunity to share problems and ideas with other participants? Please explain fully.

Summer 1967

Dear Staff:

We invite your cooperation in completing the attached questionnaire. Please DO NOT PUT YOUR NAME on any part of the form.

We urge you to answer as candidly as you can, and to use additional sheets of paper wherever you feel the need.

Thank you sincerely,

M. Sylvester King, Director
Educational Resources Center

Title I Evaluations
Conducted for
CENTER for URBAN EDUCATION
By
EDUCATIONAL RESOURCES CENTER
M. Sylvester King, Director

Summer 1967

Summer Institutes for Teachers of the Disadvantaged

STAFF EVALUATION QUESTIONNAIRE

Note: Please use reverse side of page if more space is needed
for your answers.

1. Of the several objectives of the Institute, which did you
personally feel was the most important? second most important?
etc.

2. In your opinion, which aspects of the Institute program (i.e.
speakers, demonstration lessons, small group meetings, trips,
etc.) were of most value to participants? (Why?)

3. In your opinion, which aspects were of least value? (Why?)

Staff Evaluation Questionnaire
(Summer Institutes for Teachers of the Disadvantaged)

page 2

4. If you were setting up the Institute again next year, what changes would you make concerning each of the following areas?
 - a. Selection of participants

- b. Program content

- c. Organization and time schedule

Staff Evaluation Questionnaire
(Summer Institutes for Teachers of the Disadvantaged)

page 3

4. (continued)

d. Staff

e. Facilities and equipment

f. Guest speakers

Staff Evaluation Questionnaire
(Summer Institutes for Teachers of the Disadvantaged)

page 4

5. What other suggestions for changes do you have?

6a. How would you rate the level of communication and cooperation among the members of the staff at your center? (Kindly explain and illustrate.)

6b. How would you rate the level of communication and cooperation between staff and participants at your center? (Kindly explain and illustrate)

8. How has the Institute affected your own professional growth?
(Please explain)

APPENDIX C

-

Staff List

APPENDIX C

C1

Staff List

M. Sylvester King
Director
EDUCATIONAL RESOURCES CENTER
Bank Street at Harlem
103 East 125th Street, N.Y.C.
formerly Assistant Principal
New York City Schools

Evelyn Farrar
Reading Consultant
School District #6
Instructor, Graduate Division
City College, City University, N.Y.

Michael Kinsler
Graduate Student,
Dept. of Education
City College, City University, N.Y.

Gaywood McGuire, Jr.
Teacher
Harlem Preparatory School
formerly with New York City Schools

Adelaide Sanford, Acting Principal
P.S. 21
Brooklyn, N. Y.

Marcella Williams
Senior Consultant
EDUCATIONAL RESOURCES CENTER
Bank Street at Harlem
103 East 125th Street, N.Y.C.
Teacher (on leave)
New York City Schools

CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATIONS

S U M M A R Y R E P O R T

Date: May 1968

Project: Summer Teacher Training Institute in Poverty Areas in
New York City

Evaluation Director: M. Sylvester King, Director
Educational Resources Center
Bank Street College of Education

SUMMER TEACHER TRAINING INSTITUTE IN POVERTY AREAS IN NEW YORK CITY

During the summer of 1967, the New York City Board of Education sponsored a series of training institutes for teachers of disadvantaged children. An unusual feature of the institutes was the fact that each district planned its own around the needs of that district as opposed to implementing a Central design from Headquarters.

The institutes, therefore, followed several formats. Some were held for only one week while others lasted two, three, or four weeks. Still others held a one-week session during the summer, with plans for continuing throughout the fall term or even throughout the year.

A sample of six institutes in four districts (one each in Manhattan, the Bronx, Brooklyn, and Queens) was selected for study. Two independent observers visited each institute for two full consecutive days with at least one follow-up visit by each of them. After every visit, each observer submitted a written report. Through questionnaires and informal interviews the staff and participants revealed their feelings about the institutes. The evaluation report is based on the data gathered through all of these means.

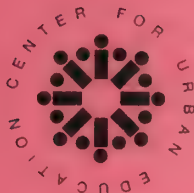
The participants had mixed feelings about the institutes. Most of them felt they were worthwhile and indicated that they would advise their colleagues to attend future institutes. Twenty-five per cent of the group disagreed with the majority; but, more significant, in one institute 45 per cent of those enrolled were firm in their belief that the program was not good enough for them to make similar recommendations.

Thirty-nine per cent of those in another institute shared the same opinion.

The staff, too, presented a picture of contrasts. Overwhelmingly they agreed that their involvement with the institutes had had a positive effect on their own professional growth; but on some other critical issues, they were often divided in their opinions and reactions. For example, the question: "What did you feel was the most important objective of the institutes?" brought a variety of answers which clearly indicated a serious lack of agreement on a very fundamental issue.

The observers were agreed that, despite some exciting happenings in some of the institutes, the program of activities generally lacked sparkle and innovative thrust. A particularly disturbing factor to them was the attitude of many participants and staff alike.

In a word, the summer institutes met the needs of many who attended. But with respect to the significant improvement of teacher effectiveness with disadvantaged children, there is serious question whether they achieved their purpose.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1966-67

SUMMER MUSICAL TALENT SHOWCASE FOR
DISADVANTAGED HIGH SCHOOL STUDENTS

By David J. Fox and Eric Ward

November 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

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SUMMER MUSICAL TALENT SHOWCASE FOR DISADVANTAGED
HIGH SCHOOL STUDENTS

David J. Fox and Eric Ward

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Conducted under subcontract by the City College Research Foundation.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

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Chapter I

INTRODUCTION

Description of the Program

During the Summer of 1967, a group of 25 musically talented high school students from disadvantaged areas of New York City were to prepare a program stressing the musical contributions of minority groups. The planning and rehearsal of the program was to take place in May and June under the guidance of a creative and experienced teacher-coordinator. During the six summer weeks subsequent to the rehearsals, under the sponsorship of the Human Relations Unit of the Board of Education, the group was to visit elementary schools financed under Title I of the Elementary and Secondary Education Act and present their program in assembly. Nonpublic and public school children attended these summer day elementary schools.

To qualify as a participant the high school students had to be able to sing, dance, or play a musical instrument, and reside in a disadvantaged area of New York City. Nonpublic high school students were eligible to perform in the group. The performers were to be paid \$1.50 an hour for 20 two-hour rehearsal sessions during May and June, and for thirty $4\frac{1}{2}$ hour sessions during the six week summer performing period. The teacher-coordinator was to be compensated at standard rates.

Objectives of the Program

The program was designed to: 1. build the motivation of the teenage performers by demonstrating that their talents are valuable and desirable to the community; 2. expose pupils to a field of musical literature representative of minority group contributions, and 3. provide a source of assembly programs for the summer elementary schools that would be effective as well as enlightening and entertaining.

Evaluation Design

The objectives of the evaluation included plans for assessing: the effectiveness of preparations and training for the assembly programs; the performance of musically talented participating students at assembly programs; the reactions of the participants including the supervisors at the summer schools where the performances were given, the teacher-coordinator, and the performers.

Observation of performances was used to assess the effectiveness of preparations and training, and to assess the performance of the musically talented participating students.

The project evaluator observed a performance of the show in its entirety on August 4, and observed two shows partially August 8 and 9. Individual interviews with all participants were conducted by the project evaluator on August 8, 9, and 17.

To assess the reactions of the participants and the attitudes of the student performers, two methods were used:

1. Brief questionnaires suited to supervisors and teachers in summer schools were administered (Reactionnaire for Summer Talent Showcase, Appendix B);
2. Short interviews with the teacher-coordinator, and all student performers. The instrument employed here was the Talent Showcase Interview Sheet (Appendix B).

Chapter II

RESULTS

Implementation

The Musical Talent Showcase involved 20 students, 8 girls and 12 boys, ranging in age from 15 years to 18 years and representing nine schools and six different neighborhoods in Brooklyn. Four of the students had graduated high school, and the remaining 16 were in eleventh and twelfth grades. One of the boys served as technical assistant. The show was scheduled to be presented in 24 different schools with an additional 26 schools invited. While some performances were cancelled, the great majority were presented as scheduled.

The talent show program was comprised of 13 numbers, including an audience participation finale. The teacher-coordinator served as master of ceremonies. The majority of the numbers were instrumental, dance, or both, with recorded music accompanying three dance numbers. Three boys provided the solo vocals.

Most of the performers appeared to their street clothes, without costume, except for the dancers (all girls) who wore their own leotards. No scenery or backdrops were used except those which may have been incidentally provided by the school. The Showcase provided its own public address system and phonograph.

Performers' Response

The data obtained from the Talent Showcase Interviews with the performers indicated that 14 of the 20 heard about the program through their music teachers. Of the other six students, one heard about the program from his teacher, two from friends, and the remaining three heard about it from the director. Most (14) of the performers joined because they "liked music." Other reasons for joining included job, money, experience and practice.

As a result of their experiences before live audiences, the performers felt less nervous, more relaxed, and more sure of themselves. Sample responses to their experiences were: "nothing to it!" "like walking across the street," "easier, more relaxed," "I don't have a lump in my throat."

Most of the students interviewed liked the show the way it was, but indicated some minor revisions based on personal preferences. These ranged from more classical music and jazz to a large ensemble with more instruments and singing.

Performers believed this summer experience provided them with new insights about themselves. Most notable was that four of the performers became aware for the first time that they had talent. Eight performers said that their ability to function in interpersonal relationships was improved as a direct result of participating in the show. In addition, the summer experience reinforced desire of 15 performers to seek

a career in or related to music, either as a music teacher, a musician, or some other involvement with music. Nineteen of the performers said they would participate again in a program similar to this one.

Audience Response

Forty-six administrators and teachers from 19 different schools responded to the Reactionnaire for Summer Talent Showcase Performance. There was consistent agreement among them that "most" of the children who saw the show enjoyed the performance. Forty-eight per cent of the respondents felt that the showcase had provided an "inspiration" and a "motivation" for the children who had seen it, and that it had tended to raise the "level of their self-image." Moreover, about ten per cent felt that "some" of their children were now interested, or more interested than before in learning to play an instrument, sing, or dance.

Most of the teachers and administrators felt that the performers were excellent, representative of the audience to which they played and thus provided easy identification on the part of the audience. One respondent stated it this way, "the children saw other children from their own backgrounds being successful."

Additionally it was noted that children in the aud-

ience were exposed to various art forms, and that the performance was "good culturally as well as being good entertainment." Three respondents noted that the performance made the audience aware that children can be wholesome and still be socially acceptable. When asked whether the program should be continued, all of the respondents recommended that it be repeated, with somewhat more than half (53 per cent) recommending retaining the same format. The modifications in content that were suggested seemed to be based on personal preference and often were contradictory: i.e., "more dancing" was suggested, and so was less dancing. Increased audience participation, skits using younger children and using more Spanish-speaking children were also suggested.

Forty-three of 44 respondents who rated the value of the performance felt that attending had been a "valuable" or "very valuable" educational experience for the children in their school; no one rated the performance as having "little" or "no value." Asked what proportion of the audience had enjoyed the show, 43 replied that "most" or "all" of the children had enjoyed the performance. Ninety per cent of these administrators and teachers reported that they themselves had enjoyed the show "a great deal." The remaining ten per cent rated the show "somewhat" enjoyable.

Observers' Reaction

Great stress was placed on two of the three objectives:

motivating the performers and providing assembly programs for the summer day elementary school program. Minimal attention was given to exposing pupils to "musical literature representative of minority group contributions." The only exception was, perhaps, the selections using the music of "Porgy and Bess," "Soul Sauce," and "Soul Finger." Even in these numbers the "contributions" were subtle and complex. All 13 numbers were announced enthusiastically by the master of ceremonies, but they were not related to any theme. Indeed, the emphasis was not so much on the music as it was on the abilities of the performers. This approach, in part, may have accounted for the restlessness of the audience during the classical (cello and violin) and semi-classical ("Trumpet Lullaby") selections.

The first objective of the program, "to build motivation of the teenage performers" seems clearly to have been attained despite self-defeating administrative procedures. As of August 10, the performers had not been paid since June, at which time they had received a modest check for May rehearsals. That these performers still regarded their talents as "valuable and desirable to the community," even without receipt of the promised remuneration, attests to the personal satisfaction they gained from the experience, plus the confidence they placed in the teacher-coordinator. For as long as she could, the coordinator provided the performers with subway tokens and pocket money

to pacify parents looking for some evidence of summer employment. But she finally had to admit her helplessness to remedy the payment situation.

The second objective which also achieved with much success was that the numbers in the show were arranged to maintain interest and enthusiasm. When the show had ended "the joint was jumping!" Teachers, for the most part, had few disciplinary problems except during the classical numbers, although the musicians were talented and performed flawlessly (of unusual ability was the cellist - the only Puerto Rican in the show, and basically self-taught).

Although most of the musicians appeared to have basic ability, with a couple of exceptions few appeared outstanding. It is possible that time and the requirements of the show did not permit each performer the opportunity to demonstrate his skill fully. There were a few "sour" notes in the course of the program, but the master of ceremonies ascribed these to humidity. One performer suggested that more practice would have taken care of the "humidity."

The dancers were more attractive physically than choreographically, except for the "soul" numbers, in which they appeared more limber. Any venture into "show business" should include money for costumes and scenery. Coordinated costumes would have enhanced the poorly lighted, dull stages of the

auditoriums in the older schools. The depressing atmosphere of some auditoriums placed an additional challenge on the performers which even most professional entertainers would find difficult to overcome. Even with these limitations, the dance numbers were received with obvious enthusiasm.

The project evaluator agreed with the teachers and administrators in noting that the content of the program, while entertaining, was not engrossing. As an educational experience, more could have been accomplished if the talents of the students had been woven around a central theme or basic plot. Also, the program's value to the performers might have been greater asked to adjust and express their talents around a core concept.

In summary, the data indicate clearly that the performers and the audiences enjoyed the experience, but future sponsorship of the program might do well to consider, better administrative assistance and support, and more regular financial arrangements for the performers who have to qualify for a job that is only part time and lasts for only six weeks of the summer.

APPENDIX A

Table 1

Frequency Distribution of Audience Size in Schools in
Which the Talent Showcase was Presented and From
Which Reactionnaires Were Received

Audience Size	Number of Schools
Less than 100	2
100 to 299	6
300 to 499	7
500 to 699	4

APPENDIX B

Talent Showcase Interview Sheet

Age _____

Sex _____

Grade Level _____

High School attending _____

Resident of what community _____

1. How did you hear about the show?
2. Why did you join?
3. Compared to your first performance, how do you feel now when you perform?
4. If you were able, what features in the show would you eliminate or improve (or add)?
5. Have you learned anything about yourself or other people or groups from participating in the show?
6. Has your participation in the show made you think about your future? (If yes, in what way?)
7. Do you think most of your friends would benefit from this kind of experience?
8. Would you participate in a similar showcase again?

Reactionnaire For Summer Talent Showcase Performance

1. School _____
2. Position of Person Completing Reactionnaire: Supervisor ___ Teacher ___
3. How much of the performance did you see? a) all ___ b) part only ___
4. How well did you like it? a) A great deal ___ b) somewhat ___
c) only a little ___ d) not at all ___
5. Number of children who saw performance _____
6. How many children do you believe enjoyed the performance?
a) all ___ b) most ___ c) some ___ d) a few ___ e) none at all ___
7. Were you given advance information as to the nature of performance?
a) Yes ___ b) No ___
8. If you were given advance information, was the performance what the information led you to expect? a) Yes, in all respects ___ b) yes, in most respects ___ c) No ___
9. If you answered "b" or "c" to question 8, would you please indicate briefly which of your expectations proved wrong?

10. How well organized was the performance you viewed? a) very well organized ___ b) well organized ___ c) poorly organized ___ d) very poorly organized ___
11. To what extent do you believe attending the performance was a valuable educational experience for your children? a) extremely valuable ___ b) valuable ___ c) of little value ___ d) of no value ___
12. Would you please briefly explain your answer to question "11". _____

13. If you were planning the program for next summer, what would you do about the Talent Showcase Program?
a) Repeat it as it was done this year _____
b) Repeat it, but change the content to _____
c) Eliminate it _____

Please return in the stamped envelope attached to:

Office of Research
Klapper 104
The City College
New York, N.Y. 10031

APPENDIX C

Staff List

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Eric Ward, Project Director

Lecturer, School of Education, The City College

David Stanard, Research Assistant

CENTER FOR URBAN EDUCATION

RESEARCH SERVICES

ESEA TITLE I EVALUATIONS

S U M M A R Y R E P O R T

Date: November 1967

Project: Summer Musical Talent Showcase for Disadvantaged
High School Students

Evaluation Directors: Dr. David J. Fox, Associate Professor
Director of Office of Research and
Evaluation Services
School of Education
College of the City of New York

and

Eric Ward, Project Director
Lecturer, School of Education
College of the City of New York

Summer Musical Talent Showcase
for Disadvantaged High School Students

During the summer of 1967 a group of 20 musically talented high school students from disadvantaged areas of New York City prepared a program stressing the musical contributions of minority groups which was presented at elementary and secondary summer school sessions. To qualify as a participant the high school students had to be able to sing, dance or play a musical instrument and reside in a poverty area.

Evaluation of the program was effected through observations of actual performances, participant questionnaires and interviews and a reactionnaire distributed to 46 administrators and teachers of the schools visited.

Interviews with the participants revealed that as a result of the experience in the Showcase program they felt more relaxed and sure of themselves in front of live audiences. Moreover, they felt they had gained new insights about themselves in terms of awareness of their musical talents and decision to pursue a career in or related to music.

The major problem the performers reported was administrative difficulties which resulted in their salaries not being paid for the first several weeks of the program.

Data from the reactionnaire indicated that teachers and supervisors who saw the show felt that the performers were excellent and "most" children enjoyed the performance. All of these respondents felt attending the program had been a "valuable" or "very valuable" educational experience for the children in their school. Administrators and teachers and performers felt the program should be continued. More regular and substantial financial support for the performers was recommended.



EVALUATION OF NEW YORK CITY TITLE I
EDUCATIONAL PROJECTS 1967

SUMMER PROGRAMS IN 16 INSTITUTIONS FOR
NEGLECTED AND DELINQUENT CHILDREN

By Joan A. MacVicar

November 1967

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

C E N T E R F O R U R B A N E D U C A T I O N

R E S E A R C H S E R V I C E S

ESEA TITLE I EVALUATION

S U M M A R Y R E P O R T

Date: November 1967

Project: Summer Programs in 16 Institutions for Neglected
and Delinquent Children

Evaluation Director: Dr. Joan A. MacVicar
Director of Bristol Acres School
Taunton, Massachusetts

SUMMER PROGRAMS IN 16 INSTITUTIONS FOR
NEGLECTED AND DELINQUENT CHILDREN

ESEA Title I Summer Programs were evaluated in 14 institutions for neglected and delinquent children. Originally 17 institutions made application for funding, but two institutions did not complete negotiations and one institution returned no information.

Evaluation objectives fall into two categories: 1) program description and 2) child improvement. Program description objectives included a statistical description of programs in each of the institutions which included courses, activities and trips offered, hours of instruction, teachers employed, supplies ordered and received, overall costs of the program, the degree to which the program was implemented, and its strengths and weaknesses. Evaluation objectives for child improvement were to 1) improve performance in academic and/or non-academic skills, 2) change (in a positive direction) their attitudes toward classroom achievement in courses and activities offered in the summer program, 3) increase their expectations of success in classroom performance over the period of the summer program, and 4) improve the children's emotional and social stability.

Each of the 14 institutions were visited by research team members who interviewed supervisory and teaching personnel, examined pertinent records and reports, and observed the program in operation. In addition, through questionnaires they obtained supervisory opinions regarding the overall success of the program, its implementation and teacher's performance. The teacher's impressions of the program, supervisory personnel and changes in the children were also obtained. The children were also

interviewed by the research staff or their teachers with regard to aspects of the program they felt to be most or least beneficial and interesting.

Due to the variability in characteristics of the children served and in the types of summer programs across institutions, descriptive summaries pertaining to the characteristics of the children, educational and recreational facilities of the institutions, programs of the institutions in general and of the Title I Summer Programs in particular were presented. This information was also arranged in tabular form.

Overall, both supervisory staff and teachers in the Title I program were favorably impressed with its success in terms of the new and different experiences offered to the children. While program offerings varied widely across institutions, teachers' ratings of the children indicated that they saw the majority of children as having made moderate improvement in academic and/or non-academic activities, attitude toward learning and achievement, and in their emotional and social stability. Approximately the same number of children were rated by the teachers as "not improved" as were rated "greatly improved".

There were tentative suggestions that the area of social skills and interpersonal interaction is the most difficult for these children to manage successfully and that their deficits in social skills bear an influential relationship to the productive involvement in new learning.

Each institution hoped the program would be continued and possibly expanded next year. Suggested improvements fell generally into two categories: 1) more time for advance program planning, selection of personnel and ordering of supplies and 2) more freedom to select the number and sites of the educational and cultural trips for the children.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

SUMMER PROGRAMS IN 16 INSTITUTIONS FOR NEGLECTED
AND DELINQUENT CHILDREN

Joan A. MacVicar

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the summer of 1967.

Conducted under sub-contract by the Behavioral Sciences Center.

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director
George Weinberg, Title I Coordinator

November 1967

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CHAPTER I

GENERAL INTRODUCTORY DESCRIPTION OF THE TITLE I PROGRAM

In November 1966, Congress enacted an ammendment to the Elementary and Secondary Educational Act (ESEA), thereby providing Federal funds for educational activities for children sheltered in institutions for the neglected and the delinquent. Allocations were made for the following: Programs of remedial instruction, arts and crafts, vocational education, physical training and recreation, cultural enrichment by means of instruction in classrooms and shops, tutorial programs, physical and recreational activities, audio-visual programs, and day visits to places of cultural or educational interest in the metropolitan New York City area. The general objectives of the program were to improve the children's learning skills and attitudes toward learning, as well as their social and emotional stability.

Initially, 16 institutions made application for funds under the Title I Program: Bethlehem Lutheran Home, Booth Memorial Hospital, Brooklyn Home for Children, Catholic Guardian Society, Childville, Inc., Convent of Mercy, Hearts Ease Home, Inwood House, Lieutenant J. P. Kennedy Jr. Home, Louise Wise Services, Mission of the Immaculate Virgin, New York Foundling Hospital, Phoenix School, St. John's Home, St. Joseph's Hall, St. Michael's Home, St. Vincents Hall.

Two of the original 16 schools did not participate in the program: The Phoenix School did not complete negotiations with the Board of Education of the City of New York, and the Hearts Ease Home for Women and Babies did not receive the sewing teacher ~~they~~ had requested. The

majority of schools are sectarian; six are Catholic, and four are Protestant. Four regard themselves as non-sectarian (one institution returned no information).

The ESEA Title I Summer Program was developed through consultation between staff members of the New York City Board of Education and representatives of the institutions involved. These cooperative endeavors resulted in the adoption of plans for programs individually tailored to the unique needs of each institution. Consequently, programs varied widely across institutions, both in the number of personnel employed and the scope and emphasis of the programs. The institutions, being residential service facilities, conducted year-round educational and rehabilitation programs independent of the ESEA Title I summer activities. Generally, the summer program was used to supplement the institutional program by extending or expanding existing services in a way that could not have been effective otherwise.

In delineating guidelines within which the institutions could formulate programs, the Department of Education of the City of New York combined their own criteria with those originating from the United States Office of Education and the State Department of Education. The salient rules, though not all-inclusive, were as follows:

1. All professional personnel engaged in teaching, administration, supervision, or school secretarial work must be Board of Education Personnel, holding licenses issued as a result of examinations conducted by the Board of Education.

2. During the period covered by these programs (the summer of 1967) the maximum period of instruction for any child will be 4 hours a day for a period of 8 weeks.

3. All professional personnel will be paid at rates provided in the contract with the United Federation of Teachers. Fringe benefits for professional personnel, and social security benefits for school aids and educational assistants will also be provided.

4. Generally speaking, no money will be expended directly by the institutions in which the programs will be conducted. All bills for items like salaries, supplies, and trips will be paid directly by the Board of Education.

5. The institutions involved in the Program may requisition supplies, but they will not be permitted to purchase permanent equipment. In general, their requisitions will be confined to consumables.

6. The institutions will be permitted to take their charges on day trips. No overnight trips, extended trips to distant places, or camping expeditions will be permitted.

CHAPTER II

EVALUATION OBJECTIVES AND METHODOLOGY FOR THE TITLE I SUMMER PROGRAMA. Original Evaluation Objectives and Proposed Changes

Original objectives stated by the Board of Education for educationally deprived children participating in the summer program were as follows:

1. To improve classroom performance in reading and mathematics skill beyond usual expectations.
2. To change (in a positive direction) their attitude towards school and education.
3. To increase their expectations of success in school.
4. To improve the children's emotional and social stability and/or that of their families.

In considering the evaluation of these objectives several alterations were made in light of the wide variability in the 15 participating institutions and the relatively short duration of the summer programs. Overall, the age span of the children housed in the institutions ranged from kindergarten through high schools and programs included as few as one teacher and as many as 20 Title I personnel. Not all programs offered academic courses and summer objectives varied according to the needs of the institution.

It was therefore felt that the desired outcome common to all programs was the improvement of the child's achievement in those classes or activities in which he was enrolled. The short duration of

the program (5-8 weeks) predicates that objectives be evaluated on the basis of summer performance and behavior relevant to the Title I program activities. The first objective, "to improve classroom performance in reading and mathematical skill areas beyond usual expectation" or as modified to read: "to improve performance in academic and/or non-academic skills". It is difficult, if not impossible, to assess "beyond usual expectations" since no baseline of expectable performance had been established for these children. The teachers were unfamiliar with the children prior to their summer contacts and would not have enough previous knowledge of them to make a longitudinal evaluation. Additionally, program negotiations between the institutions and the Board of Education were completed shortly before the program began, and no provisions were made for pre and post standardized testing of the children's achievement, another possible way of establishing baseline data with which to compare their progress over the summer months with that of other children in similar settings.

Regarding objectives 2 and 3, "to change their attitudes towards school and education" and "to increase their expectations of success in school" only a superficial assessment could be made of these objectives within the time span of 5 to 8 weeks. This would include the teachers' impressions or recall of any statements the child had made within the classroom which would suggest he felt more positively about education in general and his chances of success in a formal learning situation. Even if improvements in attitude and expectation are noted, there is no way of evaluating whether these changes have lasting significance in terms of the child's improved performance during the following school year. Since the evaluation of the summer program

extended only to the end of the program, objectives 2 and 3 were modified to read: "to change (in a positive direction) their attitudes toward classroom achievement in courses and activities offered in the summer program" and "to increase their expectations of success in classroom performance over the period of the summer program."

Objective 4, "to improve the children's emotional and social stability and/or of that of their families," has been evaluated primarily in terms of the teacher's ratings of the children's participation in the program in terms of their participation and performance in activities offered and their ability to get along socially with their teachers and peers. Title I programs within the institutions were geared toward changes in the children's (but not the families') attitudes and behavior, therefore no evaluation of change of family stability was attempted.

In summary, the modified evaluation objectives for summer programs in 15 institutions for neglected and delinquent children were to assess.

1. Improvement in performance in academic and/or non-academic skills.
2. Changes in attitudes toward classroom achievement in subjects and activities offered in the summer program.
3. Increase in their expectations of success in classroom performance over the period of the summer program.
4. Improvement in the children's emotional and social stability.

B. Other Evaluation Objectives

In addition to the evaluation objectives pertaining to the children participating in the Title I Summer Program, a statistical description of the programs in each of the institutions which will include courses and activities offered, hours of instruction, teachers

employed, supplies ordered and received, overall costs of the program, the degree to which the program was implemented as determined through anecdotal records, questionnaires, interviews with teachers and other administrative personnel is also included.

C. Evaluation Procedures

1967 is the first year that nonpublic institutions for neglected and delinquent children have participated in the ESEA Title I summer program. As such, it is an initial effort to set up supplementary summer programs for residential institution children and to evaluate those same programs.

Much of the evaluative emphasis must be descriptive due to the great variability in summer programs and the unavailability of information pertaining to the goals of the institutional programs and characteristics of the children served by them. Accordingly, questionnaires* were formulated which could provide: 1) basic demographic information such as characteristics and number of children served, age ranges, educational and other facilities, program goals and methods of implementation; 2) a statistical description of the program: courses and activities offered, hours of instruction, number of teachers, supplies ordered and received, budgetary costs, satisfactory or unsatisfactory implementation of the program, the noted strengths and weaknesses, and factors which Title I personnel felt contributed to or impeded the success of the program.

In the last analysis, the overall success of the Title I summer program must be evaluated in terms of the effects it has upon the

*copies of questionnaires are contained in Appendix B

children themselves. Although the children were observed by members of the research team, it was felt that the teachers themselves had the most familiarity with the children over the time span of the summer activities and as such they would have access to the greatest amount of information about the children's behavior by which they could evaluate occurring changes. Realizing that teachers' ratings of children have a tendency toward a positive error in as much as they would hope for improvements as a result of their efforts, they were nevertheless relied upon heavily in obtaining ratings of child progress in light of their advantaged position regarding knowledge of the children. Further, due to the variety in Title I summer programs, it was not felt that research team observation of a small number of children from several schools could serve as a representative indication of child progress across all institutional programs.

The teachers were asked to rate every second child as his (her) name occurred alphabetically in institutions serving less than 80 children (all institutions except 2) and every 10th or 15th child when numbers of children exceed 200 (Mission of the Immaculate Virgin and St. Michael's), on a 4-point scale from unsatisfactory to exceptional with regard to the children's participation and performance in the offered activities. Pre and post program grade levels were included in reference to academic subjects. Children were also rated in reference to performance skills in task mastery, group social skills and classroom attitude on a three-point scale from not improved to greatly improved, after the teacher had ascertained whether they needed improvement in the various areas of functioning. Additionally, they were asked to comment upon factors which they felt contributed most to this improvement (or lack of it) in the above areas.

An estimate of the teachers competency with the children was obtained through supervisors' ratings of them on a four-point scale from poor through excellent on the following dimensions: curriculum planning, content presentation, creativity, ability to involve children in tasks, ability to interact comfortably with children, ability to successfully manage difficult children, ability to stimulate interaction among children, cooperation with other staff. To introduce some measure of control in the event that personality conflicts should arise between supervisors and teachers, teachers were also asked to rate supervisors on a three-point scale; seldom, usually, always, on the following supervisory functions: available for consultation, provided adequate program guidelines, encouraged initiative and autonomy, supportive and constructive, sensitive to teacher's problems, hypercritical.

Each of the 15 institutions were visited by research team members who interviewed supervisory and teaching personnel, examined pertinent records and reports, observed the program in operation, and, through questionnaires, obtained supervisory opinions regarding the overall success of the program, its implementation, teachers' performance as well as the teachers' impressions of the program, supervisory personnel, and changes in the children. The children were also interviewed by the research staff members or their teachers with regard to aspects of the program they felt to be most or least beneficial and interesting.

CHAPTER III

GENERAL DESCRIPTION OF THE FIFTEEN INSTITUTIONS PARTICIPATING
IN THE TITLE I SUMMER PROGRAM

Because of the variability in institutions participating in the ESEA summer program, specifically with regard to the main problems presented and number of children served, their age range and grade levels, general goals and emphasis within the institution to meet the children's needs; brief sketches of each institution will be offered and then information will be summarized topically across all institutions. For brevity, this information is also recorded in Table I, which is presented at the end of this chapter. In the initial descriptive summary, institutions will be grouped according to the major presenting problem of the children they serve. Participants include three homes for unwed mothers, one foundling home, ten residential and/or group living settings for neglected and delinquent children, and one center for emotionally disturbed children.

A. Introductory Description of Institutions Grouped According to Characteristics of the Children Served

1. Residences for neglected and delinquent children

Ten residential institutions for neglected and delinquent children participated in the Title I program. The first five listed serve between 35 and 80 children with an average age of 12 years.

The Brooklyn Home for Children is a Protestant residence for 45 emotionally disturbed Negro children ranging in age from 9 to 16 years.

Because they do not remain within the institution for their education, and are educated in the local community schools, remedial reading and remedial mathematics are the only additional academic subjects offered to the children.

The Catholic Guardian Society services 34 Catholic children ranging in age from 11 to 18 years, most of whom are white or Spanish-speaking. These children live in group homes in the community and participate in school and other community organizations.

The Bethlehem Lutheran Home, a Protestant setting, serves 78 children ranging in age from 8 to 17 years, the majority of whom are Negro. Education is offered within the institution and all common branch subjects are taught.

St. John's Home, a Catholic institution, serves 76 children between the ages of 10 and 15 years, most of whom are white and Spanish-speaking. Educationally nongraded classes are offered up to the 8th grade and common branch subjects are taught with the addition of speech and shop. There is a library, playground, and club room available to the children; and hobby programs, intramurals, a band, and art classes are provided for them.

St. Vincent's Hall serves 178 neglected children between the ages of 10 and 21 years, half of whom are Negro or Spanish-speaking. Thirty-one of the boys reside in group homes while the rest live in the residence. All attend schools in the community and only remedial work, athletics, and a cultural enrichment program are offered. Shops, a library, playground, gym and mental hygiene clinic are available to the children.

Two other institutions, the Convent of Mercy and St. Joseph's Hall,

work with younger children ranging from three to ten years. The Convent of Mercy serves 70 children while St. Joseph's serves 45. Preschool and early elementary grades are included. Both are Catholic institutions, and previous to this year, Convent of Mercy children were taught by nuns living within the convent.

St. Michael's Home and the Mission of the Immaculate Virgin are the largest of the institutions for dependent children, St. Michael's serving 269 children ranging from 3 to 17 years and the Mission of the Immaculate Virgin serving 1,000 children ranging from 6 to 18 years. Grades 1 to 8 are offered at St. Michael's Home and 1 through 12 at the Mission of the Immaculate Virgin. All academic subjects are taught. St. Michael's offers intramural sports and woodworking while the Mission of the Immaculate Virgin provides an opportunity for the children to participate in beauty culture, sewing, cooking, auto-mechanics, tailoring, baking, catering, sports, band, electrical shop and woodworking.

2. Homes for unwed mothers

Three institutions sheltering unwed mothers participated in the Title I program. Louise Wise Services and Inwood House are non-sectarian institutions sheltering between 30 and 40 women ranging in age **from** 13 up through their 20's. The average age at Louise Wise Services was 17 and at Inwood House, 20. High school subjects are offered as well as arts and crafts, beauty culture, cooking, sewing and games. Booth Memorial Hospital serves approximately 55 to 60 girls

and women ranging in age from 11 to 43 years. Approximately 25 are of school age and the length of stay may be as long as 6 months. This institution is run by the Salvation Army.

3. Foundling Home

The New York Foundling Hospital is the only school falling into this group out of all those who participated in the Title I summer program. It is a non-sectarian institution serving approximately 15 children between the ages of 2 1/2 and 4 1/2 years. They offer a pre-school program with emphasis on Montessori teaching methods.

4. Residential centers for emotionally disturbed children

Childville, serving approximately 35 children between the ages of 7 and 18 is an institution participating in the Title I Program whose main function is the treatment of emotionally disturbed children. Approximately 1/3 of the resident children attend community schools while the remaining 2/3 have available to them classes from preschool through the sixth and seventh grade level.

B. Topical Description of Institutions

1. Goals

a. Goals of yearly institutional programs

As the various institutions differ in the number and type of children they serve, their overall goals for the children, as well as the specific emphasis within broad similar purposes, vary among the different settings.

General goals at all institutions participating in the Title I Program could subscribe to the objectives of meeting the normal and remedial educational needs of the children, and aiding them in developing social and emotional adjustment necessary for adequate functioning

in the community. It is considered important to foster an improved self-image and sense of adequacy through fulfilling activities, both academic and nonacademic. Attempts are made to remediate effects of cultural and personal deprivation as well as to assist the older children in vocational preparation.

Under this general rubric, several institutions stated more specific goals. A group of homes for unwed mothers set as their goals concealment and protection, providing supportive help through case work and counseling directed at rehabilitation, improving the girls' self-image, and fostering positive family and group interaction.

The goals of the New York Foundling Hospital, an institution for preschool youngsters, are to create "a natural" environment, to the extent that is possible in an institution, and to promote development of language, manipulative skills, and socialization.

Childville, an institution for emotionally disturbed children, specifically designates therapy as one of the primary means for accomplishing its goals of each child's eventual return to the community.

St. John's Home for Boys, although generally subscribing to the overall goals mentioned above, places a greater emphasis on academic preparation for high school.

St. Michael's Home broadens the overall goals mentioned above by emphasizing cultural enrichment and the development of physical skills through athletics.

b. Implementation of year round program goals

The majority of institutions indicated that they attempted to reach their objectives through regular classroom instruction, special remedial or tutorial work, nonacademic activities such as arts and

crafts, dancing, drama, music, shops, etc., physical and recreational activities, trips, counseling, case work, and health services.

Various additional means were employed by specific institutions. Inwood House utilizes family case work and foster home care. Childville places greater emphasis on therapy and, subsequently, has a more fully structured and developed program in this area. The Brooklyn Home for Children utilizes foster home services, work with natural parents and residential work with cottage parents. The Catholic Guardian Society encourages as much exposure as possible to the community, and has many facilities to make this possible.

c. Goals of the Title I Summer Program

Most institutions stated that the basic goal of the summer program was to continue the regular existing school-year program. Several institutions indicated the value of continuity throughout the full year in education for deprived children. The majority felt that the summer program offered them an additional opportunity to expand the child's cultural experiences through an enriched program which included trips and other curricular activities made possible by the allotment of extra teaching personnel. They stressed the fact that prior deprivation was a major factor in the problems encountered in the child's educational, emotional, cultural, and social development.

d. Implementation of summer program goals

The allotment of additional personnel and funds through Title I enabled the institutions to carry out their summer goals. Educational programs were improved because of smaller class size, more individual attention, teachers experienced in specialized fields, and additional tutorial and remedial work. Recreation, arts and crafts, camping, trips, library, and special activities like sewing, beauty culture and dress making further contributed to effective programming. Cultural enrichment was primarily accomplished through expanded trip programs.

2. Institutional Affiliation (Religious)

Out of 14 private residential institutions, 6 accept only Catholic children: St. John's Home, St. Michael's Home, Mission of the Immaculate Virgin, Convent of Mercy, St. Joseph's Hall, Catholic Guardian Society and St. Vincent's Hall.

Three institutions have Protestant affiliations: Bethlehem Lutheran Home, Brooklyn Home for Children, and Booth Memorial Hospital, run by the Salvation Army. The first two institutions have only Protestant Children enrolled and Booth Memorial Hospital did not supply information about the religious affiliations of its residents.

Two of the homes for unwed mothers, Louise Wise Services and Inwood House are nonsectarian. Three-quarters of the women at Louise Wise Services are Jewish, while the remaining one quarter are Protestant; at Inwood House, approximately three-quarters are Protestant and the remainder, primarily Catholic. Childville, Inc. is also nonsectarian and 60 per cent of the children are Protestant while 20 per cent are Jewish, and 20 per cent Catholic. The New York Foundling Home primarily serves Catholic children with a small percentage of Protestant charges.

3. Child Characteristics

Demographic data pertaining to the children, in addition to their religious affiliation, includes whether they are classified as neglected, emotionally disturbed, unwed mothers, or foundlings, and their ethnic background. The former classifications have been referred to in the above paragraphs, and the schools mentioned below will include only those whose population is predominantly from one ethnic group. Exact numbers falling into each grouping can be found in Table I.

Regarding ethnic background, the majority of the institutions

serve children from all three major groups represented: white, Negro and Spanish-speaking. However, St. Michael's Home, the Mission of the Immaculate Virgin, and St. Joseph's Hall work with a predominantly Spanish-speaking population, while Bethlehem Lutheran Home, New York Foundling Home, and Brooklyn Home for Children chiefly serve Negro children.

4. Ages of Children

Of the 14 institutions participating in the Title I summer program, the ages of those in residence ranged from 2 1/2 to 43 years. The oldest grouping included unwed mothers whose average age ranged between the late teens and early 20's, with a span of years from 13 to 43. New York Foundling Hospital serves children who are younger than those at any of the other nonpublic institutions. The average age is approximately 3 years, the youngest resident being 2 1/2 years and the oldest 4 1/2 years. Of the institutions devoted to the care of delinquent and neglected children, the upper age limit of the children generally falls between 17 and 18 years, while the lower age limit may vary from 3 to 10 years. Two institutions, St. Joseph's Hall and Convent of Mercy, accept children between 3 and 9 or 10 years of age. The other institutions, Bethlehem Lutheran Home, St. John's Home, St. Michael's Home, Brooklyn Home for Children, the Mission of the Immaculate Virgin and St. Vincent's Home accept older children as well, and the average age is approximately 12 years. St. Michael's Home and Mt. Loretto have a wide age span within their population, with ages ranging from 3 to 17 years and 6 to 18 years respectively. The largest age span covered at an institution of this type is to be found at St. Vincent's Home, where the boys range from 10 to 21 years of age, and the average age is 14. The

age ranges of children living at St. John's Home (10-15 years) Brooklyn Home for Children (9-16 years), and Bethlehem Lutheran Home (8-17 years) cover a span from 5 to 9 years. The children at the Catholic Guardian Society are somewhat older with the average age being 15, and the range from 11 to 18 years. At Childville, a residence for emotionally disturbed children, the average age is 12 and the range is from 7 to 18 years.

5. Educational Facilities

All of the institutions reporting, except the Catholic Guardian Society, the Brooklyn Home for Children and St. Vincents Hall conduct educational classes as part of the institutional program. These three residences utilize public or private schools for their children and provide additional remedial work for those needing it. Other homes for the delinquent, neglected or emotionally disturbed teach all the basic academic subjects such as English, math, science and social studies, and provide educational classes up to the eighth grade. The exception is the Mission of the Immaculate Virgin which offers high school courses. The Convent of Mercy and St. Joseph's Hall, catering to a younger age group, offer pre-school and early elementary education. The homes for unwed mothers offer high school subjects.

All institutions reported that during their regular school year they offered 5 hours in instruction per day, except for New York Foundling Hospital, which has only three hours daily.

The mean number of teachers employed over all institutions was 5.7. Bethlehem Lutheran Home, Louise Wise Services, Brooklyn Home for Children, and New York Foundling Home report that they employed 2 to 3 teachers, while Mission of the Immaculate Virgin, St. Michael's Home,

Childville, Inwood House, Convent of Mercy, and St. Joseph's Hall employ between 5 and 8 teachers. St. John's Home employs 14, the largest number of teachers, while Booth Memorial Hospital has only one teacher. Most of these schools indicated that they required a New York City Board of Education teaching license for their teachers, while the New York Foundling Hospital indicated that they required Montessori training.

There was an overall mean of 13 children per class in the different institutions. Louise Wise Service and Childville reported averages of less than 10 while St. Michael's and Mission of the Immaculate Virgin reported averages of 20 or greater.

6. Activities Offered and Facilities

In the majority of institutions the most common activities included trips, arts and crafts, and sports. Music, dance, and band were also offered with considerable frequency. Beauty culture, sewing and cooking were part of the programs at the homes for unwed mothers, and were also offered at the Mission of the Immaculate Virgin. St. Michael's Home and Mission of the Immaculate Virgin reported having woodworking shops. Seven out of 11 institutions had a library and playground while 5 out of 11 had a gymnasium. Two had swimming pools available for the children.

TABLE I

GENERAL INFORMATION

Institution	Sectarian	No. of Children	Characteristics of Children	Av. age of child	Grade Levels	Subjects	No. of Teachers	Children per class	Activities Offered
Bethlehem Lutheran Home	Lutheran	73	NA 4 NB 72 NC 2	12	Non-graded public school	All Common branch subjects	2½	12	Trips
Brooklyn Home for Children	Protestant	45	NB) 45 EB)	12	Local school utilized	Remedial math., remedial reading	2		
Catholic Guardian Society	Catholic	34	NA 14 NB 5 NC 15	15	Local schools utilized				
Convent of Mercy	Catholic	70			Nursery-2nd yr.		8	12	
Mission of Immaculate Virgin (Mt. Loretto)	No	1,000	NA 70 NB 30 NC 850	6 to 18	1-12	Arts and crafts, all academic subjects, remedial reading, math.	7	20	Beauty culture, sewing, cooking, auto. mechanics, tailor shop, baking, catering, sports, band

CODE:

N - Neglected

E - Emotionally Disturbed

U - Unwed Mothers

A - White

B - Negro

C - Spanish-speaking

TABLE I (Continued)

Institution	Sectarian	No. of children	Characteristics of children		Av. age of child	Grade Levels	Subjects	No. of Teachers	Children per class	Activities offered
			NA	NC						
St. John's Home for boys	Catholic	76	NA 70 NB 12 NC 33 RA 1		12	Non-graded to 5th grade	Remedial reading, cor. math, English, music, social studies, math., speech, science, shop	14	10	Hobby programs, Intra-murals, band, art, shop
St. Joseph's Hall	Catholic	45	NA 13 NB 19 NC 24		11	Pre-school	Spelling, math., history, language skills	6	12	Arts and crafts, sewing, music
St. Michael's Home	Catholic	269	NA 24 NB 3 NC 242			1-5th	English, reading, math., social studies, science, music, art, shop	7	25	Intra-mural sports
St. Vincent's Home for Boys	Catholic	173	NA 80 NB) 93 NC)		14	No education provided within institution				Athletics, cultural programs, remediation, group work, carpentry, electrical wiring

TABLE I (Continued)

Institution	Sectarian	No. of Children	Character-istics of Children	Av. age of child	Grade Levels	Subjects	No. of Teachers	Children per class	Activities offered
Childville, Inc.	No	34	EA 15 EB 15 EC 4	12	Pre-school thru 7th	English, math., science, reading, social studies	6	8	Arts and crafts, music, dance, sports
New York Foundling Hospital	No	16	NA 1 NB 14 NC 1	3.2	Pre-school		3	10	Pre-school activities, dance class
Booth Memorial Hospital	Protestant	55	All U	11-43	7th, 8th, and high school	All but chemistry	1	12	2.
Inwood House	No	42	UA-33% U3-66%	13 and up to 40	All	All not requiring special equipment	5	Indiv. and group	Arts and crafts, cooking, sewing, games, trips
Louise Wise Services	No		All U	17	High School	All academic subjects and dress making and stenography	2	7½	Arts and crafts, beauty culture

CHAPTER IV

DESCRIPTION OF INDIVIDUAL TITLE I SUMMER PROGRAMS

Diversity among programs does not easily allow for meaningful summarization of comparative features among the institutions. For example, institutions which might be compared on the basis of a similar population of neglected children would vary in their program offerings. One might stress academic improvement while another might place more emphasis on expressive and creative activities such as arts and crafts, or cultural exposure through trips. To preserve the uniqueness of each residential setting, the summer programs have been described for each institution in terms of program offerings and success of implementation.

Statistical descriptions of each program are presented collectively in Tables 2, 3, 4 and 5 at the end of this chapter. Table 2 lists for each institution the number of children participating in the program, their age range, program activities, number of pupils, daily and weekly tours of instruction, number of teachers and average number of years of experience.* Table 3 includes listings (where provided by the institution) of supplies ordered and received and costs accrued. Table 4 records and totals budgetary expenditures for staff, supplies, and trips. Table 5 lists trips conducted by each institution, their duration and date, number and ages of participating children, and the average number of supervisory adults.

*For detailed listings of course offerings and content of classes and activities, see Table A-1 in appendix A.

Information less amenable to tabular recording, such as the evaluations of the trips by the teachers employed in the summer program, impressions of major factors contributing to the success of the program, and suggested modifications of the program which were to be included, are summarized following the description of the individual programs.

A. Individual Programs

1. Bethlehem Lutheran Home

Bethlehem Lutheran Home serves neglected and dependent children, the majority of whom are Negro. The Home seeks to fill the normal and remedial educational needs of the children and aid them in their return to the community. Fifty children, ranging from 10 to 14 years of age, participated in the summer Title I program. The goal was to provide the children with stimulating and satisfying cultural, educational and recreational experiences. The program included courses in remedial reading and mathematics which were designed to upgrade the students skills. Arts and crafts and physical education were also offered. Most aspects of the program were considered successful.

Seven trips were made as part of the Title I summer program. The children were given factual information about the sites to be visited, and participated in special classroom programs and discussions in preparation for the outings. Adult supervisors had prior study and discussion of the trip sites. Despite these measures, the children seemed to benefit from only some of the trips. They were most enthusiastic about the outings to the Statue of Liberty and the Empire State Building. However, during the trip to the United Nations, behavior problems were encountered and the children were quite boisterous. The

staff suggested that in the future, trips should be arranged along the lines of homogeneous age groups, and that there be more careful planning in advance of the program.

The administrator at Bethlehem Lutheran Home attributed most of the summer program's success to a capable, well-motivated professional staff. However, the staff was handicapped by the fact that supplies arrived midway through the program, and it was recommended that in the future, they be ordered well in advance of the program's beginning. In general, it was felt that additional time for planning would be beneficial. Another drawback cited by the administrator was the performance of the 8 teen age aides who assisted in the program. Their attendance was quite poor, and they seemed to be lacking in responsibility. This was attributed in part to considerably delayed salary payments, and it was recommended that this aspect be remedied in the future. Other suggestions called for additional out-of-state trips for the children, added counselling personnel, and the inclusion of the administrator in the initial planning of programs. Apparently the staff also felt that the children's interest and attention tended to wane during the latter part of the summer, and it was suggested that a shorter program might be preferable to this year's schedule.

2, Brooklyn Home for Children

The Brooklyn Home for Children cares for neglected and dependent children through regular cottage and foster home services. This summer, 15 children, ranging from 9 to 16 years of age, participated in the Title I program. They were provided with educational enrichment

and physical activities. Although the agency serves many more children, most of them are placed in foster homes, and only the more seriously disturbed live in cottages on the campus, Forestdale. These children in residence were the ones who participated in the remedial reading program offered during the summer, while the others were "on vacation" at camp.

Reading instruction was given by an experienced teacher, with the goals of bringing the pupils up to grade level and improving their work habits and skills. Work with the children was done on a one-to-one basis. The pupils appeared to be highly motivated, and offered little resistance. The teacher reported an average gain of four months in the children's reading level. It was felt that the pupils' gains in reading skills would be evident during the school year when they return to their regular classes. The instruction was considered highly successful, and it was felt that it had highlighted the importance of learning for the children and increased their interest in remediation.

The success of the remedial instruction program was attributed to several factors. The program was structured without any conflicting activities, the teacher was experienced and familiar with the children, the cottage staff cooperated in reaching its objectives, and the physical facilities were good. However, there were only a small number of children participating and it was felt that, next year, it would be desirable to expand the program to include more of the students, as well as to extend it to other subjects. Mathematics in particular was suggested as an area where remedial work would be most useful. Provisions for additional individual instruction were also recommended, as well as the use of visual aides as a supplement. Overall, the summer

program was considered a striking success, especially in view of the fact that the participating children represented the most seriously disturbed segment of the Home's population.

3. Catholic Guardian Society

The Catholic Guardian Society serves neglected boys through a program offering care in group homes and residences. The program, which is geared toward the continued development of the boys' entire personality, takes place in what the organization terms a "substitute family and community setting." The boys participate in community and social functions, attend school, and receive supervision and guidance. The goal is seen as helping them adjust to the environment to which they will eventually return.

The Title I summer program took place in the group homes and residences. The participants were 47 boys who ranged from 12 to 18 years of age. Thirty-four students were given remedial instruction in mathematics and reading for 30 hours weekly. The instructional staff consisted of three experienced teachers, all of whom taught reading. In addition, two of them also gave instruction in mathematics, while the third taught science. The remedial mathematics instruction stressed the development of computational skills and mathematical concepts, and also provided an opportunity for review. The needs of each student were studied so that the instruction might be fitted to them. In addition, it was desired to prepare the boys for a course in modern mathematics. The staff in this area was excellent and the program was considered successful, although lack of time was cited as a major weakness.

The remedial reading program was considered especially needed due to the fact that many of the boys come from deprived

backgrounds and were lacking in a mastery of English. A trained reading tutor helped identify the strengths and weaknesses of each student, and instruction was planned in the light of these evaluations. The program sought to build word power, reading speed, and comprehension. It was reported that the boys were well motivated and cooperative, and even requested additional reading assignments. The instructors spent more than the required time working with them. This aspect of the program was considered quite successful, and the boys' progress was noticeable. In part, the course's success was attributed to excellent communication between the reading tutors and the responsible authorities of the agency. The agency felt that it would like to see this kind of program instituted on a year-round basis.

A tutorial English program was carried out, and was directed at giving the boys practice in writing and the expression of ideas. Improvement was noticeable, but it was felt that there was too little time for significant gains. In addition, an arts and crafts program was planned, but due to a lack of supplies, it was impossible to implement it on a regular basis. It was suggested that in the future, supplies be provided at an earlier date.

Twelve trips were taken as part of the Title I summer program. Adult supervisors were oriented by means of brochures, visits to trip sites, and preparatory discussion, while the children participated in classroom programs and received factual information. It was felt that the major benefit of these outings was that they provided the children with an opportunity to participate in events of a cultural nature to which they might not otherwise be exposed.

Overall, the staff at the Catholic Guardian Society considered the Title I summer program a success. The cooperation of the regular staff,

the willingness of the children, and the ability to finance cultural trips and remedial assistance were cited as significant contributing factors. It was noted, however, that a lack of finances did limit the program. It was suggested that the agency receive notice of funding at an earlier date so that there would be adequate time for planning the program. In addition, the agency requested more freedom in making plans fitted to the needs of the children.

4. The Convent of Mercy

The Title I summer program at the Convent of Mercy was a large, comprehensive one designed to fill a variety of needs exhibited by physically and emotionally deprived children who have been raised in an institutional setting. Many of these children evidence learning and adjustment difficulties which require a broad approach involving activities generally associated with health, social services and education. Seventy-one children, ranging in age from 2 to 9 years, participated in the program.

The objectives of the program were varied. Overall, the staff sought to aid the emotional and social development of the children by encouraging self-confidence, spontaneity, curiosity and self-discipline; and to help them establish patterns and expectations of success. Teachers attempted to identify and remedy perceptual difficulties and to improve the child's conceptual and verbal skills. Other aspects of the program concentrated on the development of physical health and athletic abilities, and the fostering of creativity and self-expression in music and various art media. An academic program sought to develop

reading skills and verbal facility, and to review and reinforce fundamentals of basic arithmetic.

These objectives were implemented through a full program of classes and activities. This included: 1) 2 preschool classes for one hour daily (22 children); 2) Kindergarten for three hours daily (17 children); 3) First grade for four hours daily (10 children); 4) Second grade for four hours daily (13 children); 5) Special education for four hours daily (9 children); 6) Music scheduled on a class basis three times weekly; 7) Art scheduled on a class basis three times weekly; 8) Remedial reading for individual children three times weekly for thirty minutes (10 children). In addition to this, the physical education program familiarized the children with various gymnastic equipment, and assisted them in developing physical stamina and a good body image. This part of the program was conducted on a class basis at scheduled times.

An important aspect of the summer program at the Convent of Mercy was their mental hygiene program. A school guidance counselor provided individual counseling for troubled children, group and individual counseling sessions with parents, and acted as a helpful liaison between the religious community and the children. In addition to this, a school psychologist was available to counsel children, discuss their progress with the staff, and to aid in coordinating the school and convent programs. It was felt these measures would aid in helping the children adjust to the school program, and in making it more meaningful for them.

The children at the Convent engaged in ten trips. Adult supervisors were prepared by means of factual information and programs, and the children were oriented by means of prior classroom projects. Almost all the outings were received enthusiastically by the children and led to further comment and discussion. The visits to the Children's Theatre at Columbia, Valley Stream Park, and the fishing trips were best received. The staff felt that the outings provided needed new experiences for the children. Added benefits grew out of relating these experiences to immediate classroom situations. The staff suggested that, in the future, planning should include more participation trips such as fishing and camping, as these seemed most enjoyable and beneficial to the children.

In general, the staff felt that the Title I Summer Program satisfactorily provided needed services which were beneficial to the children's growth. The remedial reading and arithmetic programs were seen as especially helpful and enriching. The success of the program was heavily attributed to the close teamwork of the various members of the professional staff, and to the superior cooperation of the religious community. The staff felt they were handicapped by the selection and recruitment procedures used in hiring teachers, and suggested that in the future, the institution cooperate in interviewing and recruitment procedures. An additional complaint referred to the difficulty involved in purchasing needed materials. It was felt that this should be done prior to the opening of the program. The staff also requested more latitude in planning activities and trips, so they might better tailor them to the specific needs of their children.

5. Mission of the Immaculate Virgin

The Mission of the Immaculate Virgin attempts to implement the goal of cultural enrichment through development of the child's creative abilities and his appreciation of his own capacities, both within the classroom structure and outside. The curriculum is directed to the academic needs and potentialities of the students with the goal of helping them return to a normal school situation, or to provide an adequate vocational background for others. The Title I summer program was coordinated with the regular year-round curriculum. It involved close to 1,000 children ranging in age from 6 to 17 years. The program was flexibly arranged on a weekly basis, with participation mandatory for some groups and voluntary for others.

The Title I program offered courses in speech, beauty culture, dramatics, music and dance. The speech program was of special importance as most of the children were from non-English speaking families and needed assistance in this area. The goal of this aspect of the program was the improvement of voice articulation and language abilities. A total of 58 children were enrolled in 3 speech classes which met 15 hours per week. The main strength of the program, as cited by one of the teachers, was the opportunity for working with the children on a one-to-one basis. The dramatics program was designed to aid the children in oral expression and in developing self-confidence and creative ability. They were permitted to choose their own plays and were quite enthusiastic about these classes. The music and dance program focussed on the development of self-expression and music appreciation and gave the children an

opportunity for group participation in folk and interpretive dancing. It was most effective with the younger girls. There were 20 pupils involved in both the dramatics and music and dance programs, which met for 15 hours per week. The beauty culture program, which met with the same frequency and involved 40 older girls, was considered to be highly successful in teaching them the essentials of good grooming and in fostering pride in personal appearance.

Almost 100 trips were made during the summer program. These were conceived of in terms of the cultural enrichment goals of Title I. Flexibility was maintained by constant re-evaluation with substitutions or repetitions of trips made accordingly. The children reacted to the trips with considerable enthusiasm. The most positive reactions were to the Broadway plays and visits to state parks, zoos and aquariums. The teachers felt that the trips gave the children an opportunity to enjoy wholesome entertainment to which they would not ordinarily be exposed, and stimulated their awareness and interest in different aspects of their environment. They also stated that the students' understanding of the adult world had been increased, thereby giving them a better chance of adjusting to it. Adult supervisors had been oriented by means of brochures, visits and prior discussions. The staff felt that, in the future, permission and funds should be provided for out-of-state trips.

Overall, the teachers at the Mission of the Immaculate Virgin felt that the Title I summer program was successful in meeting its goals. All aspects of the program were considered beneficial to the children. Teacher-aids and supervisors felt that, while voluntary attendance and

high motivation were significant strengths of some aspects of the program, this was not true of the speech improvement course. The staff felt that the entire program was handicapped by the late arrival of funds, need for a secretary, and late arrival of supplies and awarding of contracts. In general, however, the reaction of both staff and students was a positive one. It was suggested that the program be expanded next year so that it might more fully meet the needs of these culturally deprived children. The staff felt success would be facilitated by opportunity for earlier planning and preparation of the program.

6. St. John's Home for Boys

St. John's Home instituted an expanded and enriched remedial education program this summer under Title I. In addition to providing remedial studies, the program was designed to expand the boys' experience and make their lives more meaningful. It was also hoped that the staff might be able to anticipate and prevent potential delinquent behavior through a reduced pupil-teacher ratio. The regular facilities and staff of the school were used. Seventy-six boys, ranging in age from 10 to 15 years, were supervised by eleven teachers.

The summer program at St. John's included nongraded instruction in remedial reading and mathematics, as well as regular 6th, 7th and 8th grade instruction in preparation for high school. In addition, a variety of courses aimed at fostering creativity and self-expression were also offered. This included instruction in music, wood shop, arts and crafts, and recreational and physical activities. The arts and crafts program was quite diversified and included painting, photography and printing. Band and library activities were indicated as areas to which the children had been most responsive. While most

of the courses were greeted with high interest and were facilitated by a low pupil-teacher ratio, success was hampered by lack of sufficient materials. This was true of the remedial reading, mathematics and speech classes.

There were ten trips made during the summer program. The children were prepared for them by special programs and factual information about the site. Adult supervisors were oriented by means of special study and prior visits. The outings to Bear Mountain, Rye Beach Playland and the New York Theatre received the most enthusiastic response. However, because of late notification of the project, there was insufficient time to adequately program the trips. The staff was not too satisfied with the results of this aspect of the program, and felt that large group outings caused much difficulty and offered little benefit to the socially maladjusted children at St. John's. The trip coordinator felt that, in the future, small group outings to cultural and educational locations would be more beneficial.

An experienced staff of highly qualified teachers was given much credit for the success of the summer program at St. John's. The teacher in charge felt that the residential structured environment of St. John's was also a strong positive factor. The reduced pupil-teacher ratio, made possible by the assignment of additional personnel, was also given considerable credit for the program's success, and St. John's was impressed with the benefits of such an arrangement. In general, it was felt that the remedial instruction and arts and crafts courses had been most beneficial, while the trips were noted as less successful.

The staff saw the major area for future improvement of the program in terms of a greater opportunity for adequate planning. It was recommended that there be more time allotted for planning, prior to the start of the program next year. In addition, the recommended inclusion of the Home's high school boys in the tutorial program and voiced a desire for an expanded staff. St. John's feels that the Title I program has had a major impact on the regular institutional program, making it more professional in an educational sense, enlarging its scope and objectives, and aiding the Home in conceptualizing its role as something more meaningful than that of "baby sitting" and "keeping the children off the street".

7. St. Joseph's Hall

This summer's Title I program at St. Joseph's Hall, a home for neglected children, offered remedial instruction and a variety of stimulating and enriching activities. Forty-eight children, including pre-schoolers and those up to 13 years of age, participated in the program. Remedial reading and mathematics instruction was offered to the older children, while the younger children participated in a program of arts and crafts. The latter was designed to help the children discover that they could create and express. Instruction in music, drama and physical activities were also part of the summer course of enrichment. The supervisory staff felt that all aspects of the program were satisfactory, but that its implementation was handicapped by the late hiring and arrival of teachers. This gave the teachers too little time to familiarize themselves with the children with whom they would be working. In addition, the staff was relatively inexperienced, but did include teachers with some experience in social work and special education.

The children took six trips as part of the summer program of activities. These were conceptualized as exploratory experiences through

which the children might gain first-hand knowledge and information about various aspects of their environment. The children were provided with factual information about the places to be visited, and were prepared through classroom projects and discussions. Adult supervisors also participated in pre-trip discussions, or made visits prior to the outing with the children. These outings were received enthusiastically, and the children discussed them for some time afterward.

In spite of the late hiring of teachers and late arrival of supplies, the program at St. Joseph's Hall was considered successful. This was attributed largely to the motivation and cooperativeness of teachers, who shared supplies and worked well together. The supervisory staff felt that the arts and crafts program and the field trips had been particularly beneficial. It was felt that the children had been stimulated to a greater interest in learning, and had learned to cooperate and share. Perhaps the full impact of the Title I program at St. Joseph's Hall is best realized when one learns that other children who were not included in the program asked if they might join and obtain help with their reading.

8. St. Michael's Home

This summer, 250 children ranging in age from 5 to 15 years participated in the Title I summer program at St. Michael's Home. The home seeks to educate neglected children for their future social and emotional adjustment, to develop their physical skills, and to give them an appreciation of their cultural heritage. The summer program was directed

toward giving the children a greater awareness of their environment, and to provide them with richer experiences outside the institution which would aid their educational, emotional and cultural development.

Instruction in Remedial Reading and Arts and Crafts was offered to all the children in the program. Although St. Michael's originally planned to have 11 teachers, the program was carried out with 8. Both courses were given once weekly for one and one half hours duration. The aim of the remedial instruction was to develop and improve basic reading skills, while the arts and crafts and music courses were designed to stimulate the children's creative capacities and increase their artistic and musical appreciation.

The majority of the program's allotted time was devoted to culturally enriching and educational trips. A total of 10 trips were taken.

(See Table A-2, Appendix A.) These outings were considered the most beneficial part of the program as they provided the children with a greater variety of experiences than they had previously had, opened new avenues of interest, and stimulated curiosity in the surrounding world. The children were apparently quite responsive, and asked many questions about the sites visited. It was noted, however, that athletic activities were preferred to museum visits. The institution requested that, in the future, provision be made for overnight and out-of-state trips. They also wanted to include two weeks of camping experience in their program.

Overall, the staff at St. Michael's was satisfied with the results of the summer program and felt several factors contributed to this:

(1) The cooperation between the Board of Education Title I program staff and the institution's staff.

(2) Smaller classes where the children were able to receive more individualized attention.

(3) A variety of trips planned to meet the educational, social and cultural needs of the children.

(4) High motivation and project completion elicited from the children in arts and crafts activities. This was considered a substantial gain since low frustration tolerance and failure to complete tasks begun is one characteristic of many children institutionalized because of lack of adequate family care.

In planning for a supplementary program for the summer of 1968, the supervisory staff at St. Michael's made several suggestions. In order that the institution might adequately plan and staff for the summer, they felt they should be notified by April 1 as to the existence of the program and availability of funds. This would also make possible earlier ordering of supplies, considered significant as their late arrival was a considerable handicap this year. In addition to these procedural changes, St. Michael's voiced a desire to expand and modify the course of instruction. It was recommended that prekindergarten and kindergarten classes be established, and that all classes meet with a greater frequency. Three times per week was suggested as a schedule optimal for the development of student-teacher rapport. Although the remedial reading program this year was considered satisfactory, it was felt that in the future it could be extended and given more direction. Diagnostic testing, smaller classes, and the scheduling of classes so specialists might work with groups of the same interest and maturational level, were seen as potentially beneficial changes. The staff emphasized in addition the importance of selecting qualified teachers who were psychologically suited to the setting, experiences with children of this type, able to adapt and innovate, and proficient in their subjects.

9. St. Vincent's Home for Boys

St. Vincent's is a residential home for neglected and emotionally disturbed boys. Through a program of case work and social, clinical, medical and religious services the institution seeks to prepare boys so that they may return to the community and be reunited with their families. Under the Title I program, this summer St. Vincent's sought to provide remediation and cultural enrichment for these children. Eight boys, ranging in age from 14 to 16 years, participated in the program, which included trips, remedial reading and vocational guidance.

The entire program was carried out with one highly experienced teacher who has served as an assistant principal. A course in remedial reading was taught for one hour daily, four times a week. It was felt that this aspect of the program was successful. However, it was noted that the late arrival of supplies handicapped St. Vincent's in fully implementing its program.

Nine trips were made by the students, accompanied by the same teacher, who was familiar with all the trip sites. The goals of these outings were recreational, and for cultural enrichment. She noted that almost all students had shown moderate or great improvement in attitude, performance, and social skills. The trips taken included shows, a movie, a swimming outing and visits to the beach, as well as visits to places of interest around the city. The boys were prepared by means of prior discussion, use of visual aids and classroom projects to gain factual information relevant to the trips. Although the children asked to return to most of the sites, they were most enthusiastic about the Broadway shows and the swimming trip. It was felt that the benefit of these outings was seen chiefly through increased knowledge about New York City, improved group skills and greater facility in verbalization and reporting resulting from discussions prior to, and on their return from the trips.

The supervisor felt that the objectives of the summer program were fulfilled, and all aspects were rated as satisfactory. He felt that the most significant factor in the program's success had been the ability of the teacher to relate to difficult students, and her wide experience in arranging trips for boys of this type. In general, he saw her performance as superior.

The teacher and supervisor suggested that in the future information on the program should be available one month in advance, to allow for better preparation. In addition, it was felt that the geographical limitations on trips should be removed so that a more complete program of enrichment might be provided. Funds for food for each child were also requested. The need for earlier arrival of supplies has already been mentioned.

10. Childville

Childville is a home for emotionally disturbed children ranging in age from 7 to 18 years. The institution has a complete staff that provides residential care and therapy, and seeks to make it possible for the child to return to the community. Psychiatric help, supervision, remedial work and recreation are integrated into a treatment plan aimed at fostering all aspects of growth and development. The program is adjusted to the individual needs of each child. One-third of the children attend schools in the community, while the remainder attend a school within the institution operated by the Board of Education. The Title I summer program made it possible for Childville to continue its year-round program, and to offer special tutoring to high school students.

Thirty-four children participated in the summer program. Four hours of nongraded classes in remedial reading and math were held daily for 26 of the children. These classes utilized the SRA method in reading and were rated as highly successful. It was suggested by the staff that the reading program be implemented on a year-round basis. Instruction in creative arts and crafts, music, drama, dance, dressmaking, wood shop and physical activities was also provided. Most of these nonacademic activities were directed toward ego-building and the development of the child's sense of mastery. In some cases, however, it was noted that instruction was handicapped by a lack of skilled teachers. This was particularly true in the case of the music and dance instruction.

The tutorial high school work provided instruction in English, social studies and mathematics. Tutors concentrated on helping these older children with their summer school courses. This part of the program was considered spectacularly successful as all of the students passed their

courses, and the staff felt that this brought them closer to their long-term vocational goals.

Twelve trips were taken as part of the summer program. The children were provided with factual information in advance of each trip, while adult supervisors were prepared by means of brochures and discussion. The outings to Narrowsburg and Lincoln Center were most enthusiastically received, although other trips also provoked discussion among the children for some time afterwards. The staff felt that these outings were of cultural and educational value, and stimulated the children's interest in learning.

The supervisor of Childville's summer program felt that the institution's regular staff, structure, and philosophy allowed the Title I staff to make maximum use of their abilities and skills. Much of the program's success was attributed to this. However, they also noted that an intense program such as this takes time to work to its full advantage, and felt that it might be desirable to implement it on a year-round basis. It was felt that the Title I summer program helped Childville to focus on the educational needs of the children more fully than they had been able to previously. The success of the high school tutorial program was most encouraging to the staff. The director felt that this year's experience could be used to aid in implementing the program more quickly next year, with hopes for even greater success.

II. New York Foundling Hospital

The New York Foundling Hospital seeks to create an enriching environment to meet the needs of the deprived children it serves.

The summer program was aimed at implementing these goals through structured

outdoor play, making use of the resources of the neighborhood, visiting places of interest around the city, and various activities programs. Sixteen children, ranging in age from 2 to 4 years, participated in this pre-school program. The latter included instruction in arts and crafts, water play, music, physical activities and speech.

The arts and crafts program was designed to aid the children in development of large muscle control, and to help direct and channel their activities. The music program was provided to foster relaxation and to help the children develop a sense of rhythm. The physical activities gave the students an opportunity to play out-of-doors in a supervised setting, and learn specific activities and play skills.

The speech program was given major emphasis, and was well planned and conducted. The program sought to enrich the children's vocabularies and aid them to develop better speech patterns. The size of the staff was sufficient to provide individual attention for the children, who acquired greater self-confidence as a result of increased verbal facility. Although the speech program was considered generally successful, the staff felt that the children were too young to fully reap its rewards, and suggested that a preschool nursery program might be of greater benefit.

Both the children and their adult supervisors were prepared in advance for the five trips the group made. Adults were oriented by means of visits and discussion, while the children heard stories about the trips and made pictures and charts before visiting the sites. The trips included visits to zoos and the Statue of Liberty. The teachers felt that the trips expanded the children's horizons by providing them with experiences in travelling around the city, as well as opportunities to meet other people. However, the teachers

and supervisors called for greater freedom in selecting trip sites, as they felt there were alternatives to those suggested on the lists which would be of greater interest to preschool children.

While the staff at the New York Foundling Hospital reported that the entire program was satisfactorily implemented and met its goals, it was felt that the trips had been most beneficial. The speech instruction was indicated to be least helpful as it was thought the children were too young to fully benefit from it. The overall success of the program was attributed to a large and apparently well-trained staff. Three of the teachers were experienced in Montessori methods of instruction. On the other hand, the staff voiced the opinion that there had not been sufficient time to adequately plan the program, and that they had been handicapped by difficulties in recruiting staff and a late arrival of supplies. They felt that they would be better able to meet the needs of these children in future programs were they granted an opportunity for fuller preparation and more freedom in planning activities.

12. Booth Memorial Hospital

Booth Memorial Hospital is the Salvation Army's home for unwed mothers. At the time of the Title I summer program it was serving 58 girls and women ranging in age from 11 to 43 years, 25 of whom were of school age. The women are referred to the hospital by various agencies, and remain there for up to 6 months. Booth Memorial Hospital did not return any questionnaire forms with the exception of the teacher ratings of the children, and the person in charge could not be contacted throughout the month of September. The following information is therefore based solely on interviews.

Twenty-four girls from 11 to 17 years of age, under the tutelage of two teachers, participated in the Title I summer program. On the basis of recommendations made by the regular teacher, the group was divided in half

with 12 girls receiving instruction in remedial reading, and 12 instruction in home economics. The course in remedial reading took place 4 times a week for 3 hours, while the home economics group met 3 times a week for 4 hours.

The remedial reading teacher divided her students into 2 groups on the basis of their proficiency, and these groups were instructed separately. The Dixon Reading Series was used to instruct the primary group. Work with the advanced group was hampered by an inability to find suitable reading workbooks and for the first weeks of the program this group read articles in the Reader's Digest for the advanced group. This was followed by grammar study and word games. The teacher stated that when she was hired she knew only that she was to teach remedial reading, and had to develop her program while it was in progress. It was for this reason that materials were not on hand. Earlier planning by the Board of Education was suggested. In spite of this lack of preparation, however, both the teacher and supervisor felt that much was accomplished and that the students' reading skills and attitude toward reading had been improved.

The home economics instruction took place only during the month of August. This was attributed to a late notification of fund availability which made it difficult to obtain a teacher for this part of the program. The girls were given instruction in cooking, purchasing food, serving, and other homemaking duties.

As has been mentioned above, the summer program at Booth Memorial Hospital was hampered by inadequate time for planning. The institution was notified only in late June that it would receive funds, which handicapped them in finding teachers and preparing a suitable program. The hiring of teachers was made more difficult by the fact that most prospective

employees were unaware of the existence of the program, and that teachers were not informed when they would be paid. Apparently these factors made obtaining a staff so difficult that one teacher reported she was virtually hired over the phone, which she considered a dangerous practice. In addition, teachers and supervisors both felt it was difficult to communicate with the Board on procedural matters. In spite of all these difficulties requiring change, teachers and supervisors were pleased with the program's outcome and deemed it quite successful.

13. Inwood House

Inwood House, a home for unwed mothers, seeks to give supportive help in a critical period in girls' lives, to aid in rehabilitation and adjustment to family and community, and to motivate self-help and higher goals. The Title I Program provided an opportunity to continue instruction not ordinarily available during the summer. It was desired to arouse the girls' interest in reading and motivate them to greater achievement of both individual and group goals.

The summer program provided remedial instruction for 33 girls, ranging in age from 13 to 24 years. Both group work and individual tutoring were given, depending on the needs of the girl. The youngest girls were taught reading skills, spelling and vocabulary, while instruction for the older ones was determined by their grade level and proficiency. The remedial reading program attempted to help dropouts and potential dropouts improve their reading level and vocabulary. The tutorial English program for high school students was designed to aid them in maintaining and improving skills in reading and writing. The girls were encouraged to make appropriate use of the library.

The staff of Inwood House felt that the program was largely successful.

It stimulated interest in education with some dropouts, possibly bringing about their return to school. Overall, it was felt that the remedial instruction resulted in improved spelling and vocabulary. Increased library usage seemed to indicate that the girls had acquired a greater enjoyment of reading. The success of the program was attributed chiefly to the teacher, who was a skilled instructor experienced in guidance and counselling. Her attitude, initiative, creativity in obtaining materials for the girls, and efforts to provide one-to-one instruction were seen as major positive factors.

However, it was noted that there was not sufficient time for as much individual work with the girls as would have been most helpful, and that an additional teacher would enable Inwood House to develop its program more fully. It was stated that materials should be provided earlier, as this year the teacher was handicapped in beginning instruction due to the late arrival of supplies. The staff of Inwood House feels these changes are important as the summer program has helped girls who would not ordinarily be reached.

14. Louise Wise Services

Louise Wise Services is a home for unwed mothers which offers concealment and protection for girls, along with an opportunity for them to continue their regular education. Psychological, educational and recreational programs are provided in residence. Louise Wise Services seek to educate, re-direct and rehabilitate. During the regular year, two teachers provide instruction in all academic high school subjects. Courses in arts and crafts, stenography, dressmaking and beauty culture are also offered. Title I enabled the home to continue its regular school year program without interruption.

Fifteen to twenty girls, ranging in age from 14 to 20 years, participated in the summer program. Remedial work in speech and reading was emphasized.

The results of the summer program were judged unsatisfactory. Specifically, the associate director felt the Title I teacher had not had the kind of experience for understanding and dealing with the problems confronting unwed mothers, in order to help them fully utilize the learning opportunities provided by her tutoring services. She visited 2 group homes under the aegis of Louis Wise Services, but attendance was poor, dwindling to irregular attendance of 3-5 girls for individual remedial work. The teacher herself, felt that attendance was so sporadic that she did not wish to evaluate progress in the students.

The associate director felt that the last minute planning of the program made it impossible to implement it correctly. There was unclarity as to the source of teaching personnel, and not enough time to find sufficient and suitable teachers. A teacher was never obtained for the dressmaking course and most of the funds were unspent. In addition to this, the associate director indicated that the Board of Education personnel handling the project changed three times which constituted a severe handicap. He recommended that, in the future, more time for preparation and planning of the program be provided, especially for the selection and recruitment of teachers.

B. Attendance Records

Attendance records for all children participating in the summer program were requested from each institution, but were not received. The attendance records presented in Table 6 on the following page are based on the record of attendance supplied for children included in the sample group whose progress in the program was rated by the teachers. No records were received from

TABLE 6

ATTENDANCE RECORDS FOR ESEA TITLE I PROGRAM

INSTITUTION	NUMBER OF CHILDREN SAMPLED	NUMBER ON WHOM ATTENDANCE REPORTED	NUMBER OF CLASS SESSIONS REPORTED	NUMBER OF ABSENCES REPORTED	AVERAGE NO. OF CLASS SESSIONS PER CHILD	AVERAGE NO. OF ABSENCES PER CHILD	REASONS CITED FOR ABSENCE AND NO. OF INSTANCES GIVEN
Brooklyn Home for Children	13	13	156	7	1.2	.54	Illness (2) Tutor Ill (1) Work (5)
Convent of Mercy	26	4	160	5	40.0	1.25	Illness (5)
Mission of Immaculate Virgin	25	25	671	180	26.8	7.20	Trips (103) Illness (20) Voluntary Att. (9) Unknown (48)
St. John's Home	39	11	412	9	37.4	.81	Illness (5) Trip (1) Unknown (3) -50-
St. Joseph's Hall	23	23	805	24	35.0	1.04	Trips (10) Poison Ivy (10) Illness (4)
St. Michael's Home for Boys	12	9	69	6	7.7	.67	Illness (4) Cutting (2)
Childville, Inc.	11	10	328	22	32.8	2.20	Illness (3) Trips (13) Camp (6)
Booth Memorial Hospital	9	7	113	9	16.1	1.30	None Reported
Inwood House	16	16	153	8m	9.5	.50	Medical Appts. (3) Hospital (2) Home (1) Left (1) Late Entrant (1)

Bethlehem Lutheran Home, Catholic Guardian Society, St. Vincent's Home, the New York Foundling Hospital, and Louise Wise Services. These institutions are therefore omitted from Table 6.

C. Summary Evaluation of Trips

At each of the ten institutions conducting trips, supervisors filled out forms evaluating these outings. The information supplied included the children's discussion of the trips, their enthusiasm and requests to return to trip sites. In addition, supervisor's opinions of the benefits of the trips and suggested changes for the future were also indicated. Those institutions which did not take trips were Louise Wise Services, Booth Memorial Hospital, The Inwood Home, and the Brooklyn Home for Children.

A study of the children's reactions, as reported by the supervisors, does not reveal that any one type of trip **was** consistently preferred. However, this is difficult to evaluate as each institution made a different selection of outings with only partial overlap in their choices. Reports of preferred choices indicate that trips to beaches and parks or picnics received the most positive reaction. Activities such as trips to Bear Mountain or a zoo were also enjoyed and in several instances the children asked to return. Outings to sites of interest such as the Statue of Liberty, Empire State Building, homes of Presidents and Lincoln Center also provoked enthusiastic discussion. Reactions to the same trip sites sometimes varied among institutions. For example, one group of children enjoyed an outing to the Catskill Game Farm and asked to return, another group reacted negatively to this trip as well as one to the Cloisters. In almost every instance a trip to a museum produced an enthusiastic response, the exception being an

outing to the Museum of Famous People made by children from the Convent of Mercy.

However, there does not seem to be any one trip or type of trip which was consistently unfavorably received by the children.

The supervisors commented as to how they felt these trips had benefitted the children. Most noted that the outings had provided the children with new and interesting experiences that they ordinarily would not have been exposed to, or that they had stimulated the children's interest in learning and gaining first hand knowledge for themselves. One institution noted that the children were able to relate their experiences to the classroom situation. The New York Foundling Home, which dealt with pre-schoolers, felt that the trips had provided travelling experience and an opportunity for the children to meet different kinds of people. Another agency noted that recreational and cultural enjoyment was an important benefit, as the students had been introduced to wholesome form of entertainment. Finally, it was indicated that the trips had provided the children with a better understanding of the adult world, thereby providing them with a better chance of adjusting to it.

There were a few significant criticisms of the implementation of this year's trips program, and suggested changes for the future. Two of the participating institutions called for more time for planning trips which would be better suited to the specific needs of their children. They also noted that outings in large groups did not seem wise for children with emotional or behavioral difficulties, and suggested dividing the children along the lines of homogeneous age groupings. Both St. Michael's Home and the Convent of Mercy noting the comments of the participating children, suggested the planning of more active participation type trips. St. Michael's noted that athletics had

been preferred to museum visits, while the latter school indicated that fishing, hiking, and camping trips seemed most desirable. In addition to these suggestions, two institutions called for less restrictiveness on trip sites so they might better meet the requirements of their students. One of these, the Mission of the Immaculate Virgin, voiced a desire for provision for out-of-state and overnight trips, as they felt that short, local trips limited the knowledge and understanding that the children might gain.

D. Supervisory Staff's Impressions of Contributing to the Success of the Programs

The supervisory staff of each of the participating institutions was asked to evaluate which aspects of the programs had been most critical in achieving success. In a few cases responses were unavailable or unclear, and the following conclusions are based on information obtained from eleven of the institutions.

In seven out of eleven agencies program success was at least partially attributed to the qualities of the teaching staff. In five cases the teachers' superior training, experience and familiarity with the children was cited as a significant factor in the achievement of program goals. In addition to these qualities, supervisors spoke of teachers' motivation, creativity and flexibility, and ability to cooperate and work as a team. In some cases this was apparently almost a necessity to offset such factors as inadequate supplies and last-minute preparation. In these cases, the role of the teacher in making the program a success emerged even more clearly.

In addition, over half the institutions indicated that factors within the institution contributed to success. Institutional structure and setting was noted as significant in four cases. In one case, this was in terms of the pleasant, flexible atmosphere of the residence; in others, it was the

benefits derived from a well-organized residential structure that were cited. Cooperation between the institutional staff and the Title I staff was also mentioned several times as facilitating a beneficial and successful program.

The content organization of the particular programs was not cited as a significant factor with one notable exception. In several cases a reduced pupil-teacher ratio was seen as critical. In these instances it was felt that much success was due to the organization of children in small groups where they might receive individual attention and establish good relationships with their teachers.

In addition, two institutions credited the inclusion of culturally enriching and stimulating trips as important determinants of success in meeting program goals.

E. Title I Personnel's Suggested Changes for Future Programs

Those who participated in this summer's Title I programs offered many suggestions for improved implementation in the future. These fell into several areas, including general administration and organization of the programs, supplies and staffing, trips, and suggestions for improving the structure and content of specific programs.

The most prevalent criticism of this summer's programs was that there was insufficient time for preparation and planning. Nine of the thirteen reporting institutions cited this as a significant handicap. Some feel a few weeks for preparation would be adequate; one institution felt that notification should be given by April 1. In some cases, programs were planned virtually as they were in progress, and it was felt that this handicapped the staff in implementing programs which would best fit the needs of the participating children. Further, the delay in funding and notification affected the agencies' ability to obtain staff and supplies,

as will be noted.

In general, most of the institutions were pleased with the quality of teachers and staff. However, almost half did note that they were not able to begin hiring teachers early enough, and therefore could not select as they might have wished. Related to this, a few of the institutions noted that there was no time to properly publicize the existence of the programs and attract teachers, with resulting last-minute slipshod methods of selection. In three instances, it was noted that some of the teachers were inexperienced and not the best qualified for their particular roles in the program.

Overall, criticisms concerning general administration and funding were few, with the exception of the previously mentioned suggestion for earlier program notification. Two institutions did note as handicaps delayed salary payments or unclarity regarding payment dates. In one case, it was felt that this seriously affected the performance of teacher aides; in another, it further complicated hiring of a staff. One institution claimed it was never reimbursed for payments to bus companies incurred during outings. Other suggestions called for increased communication between administrators and staff, although this was not a prevalent complaint.

Many suggestions were made for modification of the individual programs. Generally, over half the participating institutions desired to intensify, lengthen, or expand the programs in one way or another. In several cases it was felt that there was not sufficient time for such programs to achieve maximum success. Two institutions desired to implement remedial instruction on a year-round basis. In only one instance was there a desire for a shorter program. In this case, it was felt that the children's interest had waned during the latter part of the program. However, this was a program in which only arts and crafts, physical activities, and trips were offered. In several instances, it was felt that programs would be more effective if children

were instructed in smaller groups where there would be greater opportunity for individualized instruction. In many institutions, of course, this arrangement was employed. In addition, it should be noted that in only one case was there a complaint that the institution was not given sufficient freedom in program implementation.

Nine institutions engaged in a program of culturally enriching and educational trips. While there were no universal criticisms or suggestions in this area, three institutions called for permission and funds for overnight and out-of-state trips. In two cases, prolonged camping trips were desired. Two of the participating agencies called for less restrictiveness and more freedom in planning trips best suited to their particular students. In a few additional instances, more trips were desired. Dividing children into smaller groups was also deemed advisable in two cases. Finally, the general call for increased time for preparation was heard again from two of the agencies.

While there were only a few requests for additional supplies per se, eight of the institutions felt that they had been subject to a shortage of material due to late ordering and delayed delivery. In some cases supplies did not arrive until midway through the program. In one case, a planned arts and crafts course could not be held on a regular basis due to such a delay. Ideally, institutions should be notified of funding earlier than June if they are to order and receive materials in time for July programs.

Almost all of the institutions were enthusiastic about the summer program and wanted to see it continued next year. Lack of time for program planning, staff selection, and ordering of supplies was unanimously noted as the most obvious drawback in the smooth implementation of the summer's goals and activities.

Additional comments by supervisors and teachers are included in

Appendix A.

F. Institutions Which Did Not Return Data

It should be noted that in a few instances information obtained from the participating institutions was incomplete. The Lt. Joseph P. Kennedy Home returned no data, and therefore was not included in this discussion. Booth Memorial Hospital returned only the records of interviews with children. As the remainder of the questionnaire data was not received, the information included in the present chapter was obtained from interviews with Booth's personnel done by the research staff. Childville and St. Michael's Home both failed to return approximately one-half of the questionnaires containing teacher ratings of children.

TABLE 2

GENERAL DESCRIPTION OF SUMMER PROGRAMS

Institution	No. of Children	Age Range	Program Activities	No. of Pupils	Hours Daily	Hours Weekly	Number of Teachers	Average No. of Years of Experience $7\frac{1}{2}$
Bethlehem Lutheran Home	50	10-14	Remedial reading Remedial math., arts and crafts physical training cultural enrichment	50 50 50 15	3 6 $\frac{1}{2}$ 3	15 30 $2\frac{1}{2}$ 15	3 1	 11
Brooklyn Home for Children	15	12-5	Remedial	15	3	15	1	11
Convent of Mercy	71	2 $\frac{1}{2}$ -9 $\frac{1}{2}$	Pre-school Kg. - 2nd grade special education music arts and crafts remedial reading	22 40 9 (on class basis) 10	1 4 4 3 times/wk. $\frac{1}{2}$	5 20 20 " " $1\frac{1}{2}$	2 3	1.4 13
Catholic Guardian Society	47	12-18	Remedial reading remedial math. cultural enrichment	34 34	- -	30 -	3	2.4
Mission of Immaculate Virgin	300	6-18	Speech improvement beauty culture cultural enrichment (dramatics) music and dance	28 15 15 40 20 20	4 9-12 1-4 3 3 3	15 15 15 15 15 15	7	11
St. John's Home for Boys	76	10-15	Remedial math. Remedial reading remedial speech Arts and crafts: painting woodworking photography printing Physical training (intra mural) cultural enrichment (trips)	76 76 15 19 19 19 19 76 76	1 1 1 1 1 $\frac{1}{2}$	4 4 4 4 4 2 8	12	11

TABLE 2 (Continued)

Institution	No. of Children	Age Range	Program Activities	No. of Pupils	Hours Daily	Hours Weekly	Number of Teachers	Average No. of Years of Experience
St. Joseph's Hall	48	Pre-13	Remedial instruction Arts and crafts cultural enrichment	24 24 48	1 2½ 1 every 2 wks.	5 12½ 2	7	.71
St. Michael's Home	250	5-15	Remedial Arts and crafts	125 125	1½ 1½	1½ 1½	8	6
St. Vincent's Home for Boys	8	14-16	Remedial reading	8	1	4	1	18
Childville, Inc.	34	7-18	Remedial instruction arts and crafts Vocational education woodwork sewing photography music physical training cultural enrichment	26 34 20 18 10 34 34 34	4 2 1 1 1 1 3 5	20 10 3 3 3 3 4 5	6	
New York Foundling Hospital	16	2½-4½	Water play, painting, pasting	16	3	15		
Booth Memorial Hospital	24	11-17	Remedial reading home economics	12 12	3 4	12 12	2	
Inwood House	33	13-24	Remedial instruction (reading, spelling, vocabulary) Remedial math.	33		10	1	7+
Louise Wise Services	15-20	16-17				12	1	

TABLE 3

SUPPLIES FOR ESEA TITLE I SUMMER PROGRAM

Institution	Supplies Ordered	Date Ordered	Date Received	Total Budget
Bethlehem Lutheran Home	Arts and Crafts - paints, paper, charcoal, scissors, pencils, crayons, gum cleaner, lacing plastic, adhesive-chem-glue, bass wood, hooks and eyes	6/28/67 and 7/7/67	7/21/67	\$ 325.00
Brooklyn Home for Children	Fractional parts, block crayons, pencils, Tell Time quiz, teaching clock, flash cards, composition books, catalogue cards, pen working felt writer	6/29/67	7/20/67	16.56
Catholic Guardian Society (Group Homes & Residences)	Arts and Crafts - paints, paper, chalk, charcoal, foil copper, modeling tool for copper, ceramic tile			186.40
Mercy Mission of the Immaculate Virgin	Information not supplied			710.00
St. John's Home	Paper, elastic bands, pencils, crayons, erasers, display letters, cray pas, pencil sharpener, record albums, linguistic bloc series, loose-leaf binders, pads, acetate sheets, master sets, white boards	6/12/67	7/14/67	2000.00
St. Joseph Hall	Arts and Crafts - woodworking material, photography, stationary Puppets, paper, ceramic tile, scissors, animal zoo, truck dump, telephone, modeling clay, softball, roll sentence strip	7/3/67 6/29/67	7/25/67 7/12/67	898.10 1060.10 Equipment inclusive
St. Michael's Home	Arts and Crafts (expendable)	7/15/67	8/5/67	1920.00
St. Vincent's Home for Boys	Paper, pencils, stencils, art supplies	7/3/67	7/28/67	60.00

TABLE 3 (Continued)

Institution	Supplies Ordered	Date Ordered	Date Received	Total Budget
Childville, Inc.	Information not supplied	7/1/67	7/13/67	\$400.00
New York Foundling Hospital	Arts and crafts - clay, paints, aprons, paper, felt writers	6/15/67	7/22/67	\$160.00
Booth Memorial Hospital	Information not available	-	-	-
Inwood House	List not available	6/67	arrived too late	\$ 80.00
Louise Wise Services	Information not available	-	-	-

TABLE 4

FINANCIAL DESCRIPTION OF ESEA TITLE I SUMMER PROGRAM

Institution	In-charge Teachers	Staff Teachers	Educational Aides	Secretarial Staff	Equipment and supplies	Trips	Other	Total
Jethlehem Lutheran Home	666.60	4,360.20	997.50	445.50	325.00	76.00		6,870.40
Brooklyn Home for Children		433.44			16.56			450.00
Catholic Guardian Society		1,973.00			136.40	635.00		2,613.00
Convent of Mercy	1,313.00	11,003.00		720.00	710.00	639.00		14,395.00
Mission of Immaculate Virgin	1,696.30	6,501.60	3,024.00		2,000.00	20,735.55		33,958.95
St. John's Home for Boys	1,575.60	9,301.80		702.00	398.10	1,500.00	1,402.00	15,879.50
St. Joseph's Hall	1,414.00	5,160.00	430.00		1,060.00	400.00		8,114.00
St. Michael's Home	2,822.00	5,779.20		252.00	1,920.00	12,000.00		22,779.20
St. Vincent's Home for Boys	650.16				60.00	293.96		1,009.12
Childville, Inc.		6,020.00			400.00	400.00	360.00	7,180.00
New York Foundling Hospital		3,063.55			160.00	260.90		3,489.45
Booth Memorial Hospital	Information not available							
Inwood House	1,204.00	90.00			80.00			1,374.00
Louise Wise Services		300.00						800.00

TABLE 5

TITLE I EDUCATIONAL AND CULTURAL TRIPS*

Institution	Number of Trips	Average Duration (hours)	Average No. of Children	Average Age of Children	Dates	Av. No. of Supervisory Adults
Bethlehem Lutheran Home	7	3	29	13	7/19-3/17	4
Catholic Guardian Society	10	3	13	10	7/20-3/12	Not supplied
Convent of Mercy	10	4	29	7	7/20-3/21	5
Mission of the Immaculate Virgin	100	3	50	12	7/3-3/22	5
St. John's Home for Boys	10	7	31	13	7/20-3/21	4
St. Joseph's Hall	5	2	13	7	7/14-7/24	7
St. Michael's Home	10	5	16	13	Not supplied	3
St. Vincent's Home for Boys	9	5	7	16	7/17-7/23	1
Childville, Inc.	9	8	13	11	7/13-3/22	6
New York Foundling Hospital	5	3	15	3	7/14-3/12	4

*Detailed information about trips contained in Appendix A

CHAPTER V

CHILD PARTICIPATION IN THE TITLE I SUMMER PROGRAM

Child participation in the Title I summer program was evaluated in two major ways: Teachers' questionnaire ratings of the children, and interviews with the children themselves.

A. Teachers' Questionnaire Ratings of Children*

Teachers' questionnaire responses included; 1) scale ratings to assess a child's participation and performance in a representative academic (remedial reading) and nonacademic activity (arts and crafts) and their progress on behavioral characteristics grouped under the general rubric of performance skills, group/social skills and classroom attitudes; 2) responses to open-ended items asking for their impressions of what contributed to the child's improvement (or lack of improvement) in performance, social skills and in classroom attitudes.

1. Scale Ratings

A. Description of Scale

Remedial reading was chosen as representative of the academic activity and arts and crafts as representatives of the nonacademic activity, since these subjects fell under academic and nonacademic groupings most consistently offered to children across all institutions. In evaluating the data, it was felt that inclusion of ratings on all academic and nonacademic subjects or activities would introduce a great variety of conditions over which there could be no statistical control.

(*Teacher Rating of Child Questionnaire contained in Appendix B.)

That is, findings would be more difficult to interpret since the unknown sources of variance would be increased; ratings of the children's performance would have been compared with one another in terms of degree of improvement reacting to different subject matter as well as different schedules and different teachers.

Ratings on a child's participation and performance were both included in an effort to distinguish whether a child's rated performance level was influenced by motivational factors which inhibited his involvement in the activity or whether he made the effort and was unable to perform. It was anticipated that neglected or emotionally disturbed children who have not had the benefit of a fairly stable home life might have lags in their ego and social development which could affect their motivation to involve themselves in structured learning activities.

Behavioral characteristics included under performance skills: task completion, self-initiative, attention span, tolerance for frustration, and curiosity and interest in the surrounding world were chosen because they are characteristics or skills which may be considered indicative of ego strength and which contribute to successful learning about and mastery of the environment. Also, they were not specific to any particular developmental age, an important consideration, since ages of children ranged from 2 1/2 through 20 years.

Characteristics listed under social/group skills: peer relationships, consideration for others, ability to share and take turns, cooperation in group activity, accepting adult direction, and accepting adult help were assumed to be social skills a child must learn if he is to be able to interact satisfactorily with the people around him. The social aspect of

development is frequently arrested in children who do not have the opportunity to grow up as part of a family unit where the socialization skills are first learned. If they are not learned, this lack can result in considerable handicaps to successful adjustment.

While characteristics listed under performance skills and under social skills are both influenced by the willingness of the child to involve himself in the world around him, those under performance skills are geared more toward task mastery. Those under social skills are geared more toward interpersonal interaction.

Characteristics under classroom attitude: achievement expectation, academic classes, and nonacademic classes were included in an attempt to make a superficial assessment of changes in attitude over the summer toward learning and achievement.

Teachers were given an opportunity to list whether a child needed improvement in the above areas in order to discriminate between a rating of "not improved" when a child was considered to need no improvement, and a rating of "not improved" when it was felt he did.

B. Data Analysis of Scale Ratings

A correlational analysis was computed for 18 variables: remedial reading participation, remedial reading performance, arts and crafts participation, arts and crafts performance, task completion, self-initiative, attention span, tolerance for frustration, curiosity and interest in the surrounding world, peer relationships, consideration for others, ability to share and take turns, cooperation in group activity, accepting adult direction, accepting adult help, achievement expectation, academic classes, and nonacademic classes. The results are presented in Table 7.

TABLE 7

CORRELATIONAL MATRIX OF 18 VARIABLES FOR TEACHER RATINGS
OF CHILDREN*

VARIABLES	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
1. REMEDIAL READING PARTICIPATION																		
2. REMEDIAL READING PERFORMANCE	.97																	
3. ARTS AND CRAFTS PARTICIPATION	-																	
4. ARTS AND CRAFTS PERFORMANCE	-		.72															
5. TASK COMPLETION	.38	.38	-	-		.77	.76		.72				.75	.73	.75	.76		.80
6. SELF-INITIATIVE	.35	.36	-	-	.77		.70	.75	.74				.77			.83	.70	
7. ATTENTION SPAN	.43	.39	-	-	.76	.70		.72						.31	.76	.74		
8. TOLERANCE FOR FRUSTRATION	.33	.35	-	-	.67	.75	.72						.73	.83	.81	.81		.67
9. CURIOSITY AND INTEREST IN SURROUNDING WORLD	.40	.36	-	-	.72	.74	.64	.64					.80			.79		
10. PEER RELATIONSHIPS	-	-	-	-	.68	.54	.47	.36	.56		.76	.74						
11. CONSIDERATION FOR OTHERS	-	-	-	-	.55	.50	.43	.52	.42	.76		.84						
12. ABILITY TO SHARE, TAKE TURNS	-	-	-	-	.64	.42	.45	.50	.52	.74	.34							
13. COOPERATION IN GROUP ACTIVITY	.35	.36	-	-	.75	.77	.66	.73	.80	.57	.54	.64		.72	.75	.75		
14. ACCEPTING ADULT DIRECTION	.40	.41	-	-	.72	.67	.81	.83	.61	.56	.63	.61	.72		.96	.72		
15. ACCEPTING ADULT HELP	.43	.44	-	-	.75	.69	.76	.81	.64	.58	.66	.64	.75	.96		.76		
16. ACHIEVEMENT EXPECTATION ACADEMIC CLASSES	.40	.36	-	-	.76	.83	.74	.81	.79	.62	.62	.59	.75	.72	.76		.74	
17. (ATTITUDE)	.49	.45	-	-	.68	.70	.66	.65	.64	.57	.54	.45	.66	.64	.68	.74		
18. NON-ACADEMIC CLASSES (ATTITUDE)	-	-	-	-	.80	.63	.64	.50	.53	.62	.53	.47	.54	.53	.57	.61	.41	

*For N=40 $r=.39$, $p<.01$ $r=.30$, $p<.05$

A sample size of 44 children taking remedial reading and arts and crafts was selected based on the numbers of complete data cases. In many instances, teachers did not consistently rate the children on a majority of the variables.

The findings presented in the correlational matrix show differential correlational patterns for teachers' ratings of children on participation and performance, in remedial reading and arts and crafts variables, and patterns of ratings involving behavioral characteristics.

Participation and performance in remedial reading correlated most highly with one another (.97), accounting for 94% of the variance. Participation and performance in arts and crafts are also highly correlated (.72), accounting for 52% of the variance. These high correlations indicate that teachers tended to rate children who performed well as also participating well and those who performed poorly as participating poorly, although the pattern was more consistent with regard to remedial reading than arts and crafts. Overall, the best prediction of good (or poor) performance would be satisfactory (or unsatisfactory) program participation.

Behavioral characteristics included under performance skills, group/social skills and classroom attitudes were all significantly correlated with one another. These characteristics were not significantly correlated with participation and performance in arts and crafts and were negatively correlated at the .01 level of significance with participation and performance in remedial reading. Three group social skills did not show such results: peer relationships, consideration for others, ability to share and take turns, and for classroom attitude in nonacademic classes.

This finding raises several questions. In the design of the questionnaire it was anticipated that performance in task-oriented subjects such as remedial reading or arts and crafts might bear some relationship to performance skills. That is, children who were able to complete tasks, display self-initiative, sustain attention, tolerate frustration, and be curious about the surrounding world might also do better in task-oriented activities than those children who did not display these characteristics. However, such a relationship is not borne out by the present data. In fact, children who tended to be rated more positively on remedial reading participation and performance tended to be rated less favorably on performance skills characteristics.

Interpretation of the findings are not readily apparent and must be discussed within the context of the questionnaire format and teachers' responses to it. Teachers tended to rate most children on behavioral characteristics in the middle category, "slightly improved", thus making fewer discriminations about the children's behavior in regard to these characteristics than in regard to their participation and performance in remedial reading and arts and crafts. Although the means for participation and performance in remedial reading (2,7,2,3) and arts and crafts (2,4,2,3) and for behavioral characteristics (1,8,2,0) fall around the middle of the respective 4 point and 3 point scales, the standard deviations indicate a greater dispersion in ratings of children on participation and performance in remedial reading (.81, .80) and arts and crafts (.76, .75) than on behavioral characteristics (sigmas range from .46 to .65). These differences are greater than one would predict from the scale distributions of 3 and 4 points, respectively. Means and standard deviations for all 18 variables are presented in Table 8.

TABLE 8
MEANS AND STANDARD DEVIATIONS FOR
TEACHER RATINGS OF CHILDREN

VARIABLE	MEAN n=44	S.D. n=44
(1) REMEDIAL READING PARTICIPATION	2.272	.817
(2) REMEDIAL READING PERFORMANCE	2.227	.803
(3) ARTS AND CRAFTS PARTICIPATION	2.477	.762
(4) ARTS AND CRAFTS PERFORMANCE	2.386	.753
(5) TASK COMPLETION	2.000	.528
(6) SELF-INITIATIVE	2.000	.570
(7) ATTENTION SPAN	1.909	.520
(8) TOLERANCE FOR FRUSTRATION	1.886	.654
(9) CURIOSITY AND INTEREST IN SURROUNDING WORLD	1.977	.549
(10) PEER RELATIONSHIPS	1.931	.452
(11) CONSIDERATION FOR OTHERS	1.977	.402
(12) ABILITY TO SHARE, TAKE TURNS	1.954	.480
(13) COOPERATION IN GROUP ACTIVITY	1.954	.526
(14) ACCEPTING ADULT DIRECTION	1.977	.549
(15) ACCEPTING ADULT HELP	2.000	.528
(16) ACHIEVEMENT EXPECTATION	1.909	.640
(17) ACADEMIC CLASSES (ATTITUDE)	1.909	.520
(18) NON-ACADEMIC CLASSES (ATTITUDE)	1.886	.386

Three possible explanations are offered as contributing to the above patternings: 1) the 3-point rating scale may have fostered a set toward middle category ratings where the 4-point scale forced a choice between two middle categories, allowing a greater dispersion in rating of children; 2) the teachers may have found rating children in terms of their participation and performance in an activity a more congenial or easier task than rating them on general behavioral characteristics; 3) the teachers did make finer discriminations on children's progress in task-oriented situations than in terms of their general behavior.

Such dispersion of scores (3 vs. 4 point scales) may also account for the negative correlation, considering that only 15-20% of the variance is explained. However, this suggestion must remain tentative.

Participation and performance in remedial reading and arts and crafts were not correlated with one another, suggesting that teachers view the same children as responding differently to these two activities. Further, participation and performance in remedial reading has a significant correlational relationship to most of the behavioral characteristics while participation and performance in arts and crafts does not. That is, there was a consistency in the way teachers rated children regarding their participation and performance in remedial reading with the way they rated them on most behavioral characteristics, but not in their ratings of participation and performance in arts and crafts and their behavioral characteristics. While these findings need further explanation, they do suggest that these children may react more consistently, over a range of behaviors to more structured learning experiences as remedial reading than they do to the more expressive/creative activities as arts and crafts.

Although all behavioral correlations were significant, in terms of random occurrence there were several clusterings of correlations over .70, accounting for 50% of the variance. Generally, these included the following variables: task completion, self-initiative, attention span, frustration tolerance and cooperation in group activity, accepting adult direction, and accepting adult help. A tentative explanation which might require closer investigation in future evaluations points to a positive relationship between the above performance skills and a child's ability to relate well to his teacher in a task-oriented situation. The question must also be kept open as to whether a child who relates well to his teacher in that he accepts help and cooperates well is seen as performing better in regard to task completion, self-initiative, attention span and frustration tolerance than the child who does not.

2. Responses to Open-Ended Items

In the open-ended items, teachers were asked to indicate which factors they felt contributed most to the children's improvement (or lack of improvement) in performance skills, social/group skills, and classroom attitude over the duration of the academic program and to which aspects of the program they were most and least responsive. Responses are summarized below and characteristics of children rated most and least improved are also presented in summary form. Additionally, a frequency count across institutions of positive and negative contributory factors to the child's progress as perceived by the teachers is presented in Table 9.

Summaries of some of the above perceived program aspects are brief because: 1) all teachers did not respond to all questions; 2) questions were answered frequently in terms of the behavior and characteristics of the children, rather than addressing themselves to the qualities of the

program.

A. Performance Skills

Successful development or improvement of the children's performance skills was seen by the Title I personnel as dependent upon factors pertaining to: 1) the children and their abilities, 2) the teachers and their relationship with the children, and 3) the organization and implementation of the programs.

Overall, it appears that high interest and motivation were salient characteristics of children who showed the most improvement. One or both of these factors were specifically cited by over half the participating institutions. A few agencies noted that those children who benefitted most had already mastered basic conceptual learning skills and had achieved at least a minimal level of competence. In those institutions where preschool children were involved, factors such as an adequate attention span, frustration tolerance, and ability to concentrate were seen as significant. Two institutions (Bethlehem Lutheran Home and Convent of Mercy) noted that those children who showed the slowest improvement were hampered by certain negative character traits such as shyness, withdrawal, emotional immaturity or negativism.

Four of the participating institutions noted that the development of a good relationship between the teacher and child, and good communication were significant performance factors. In addition, more than half of the institutions saw the individual attention from teachers as a critical factor in the child's development of skills. The Brooklyn Home for Children specifically noted that a high student-teacher ratio had proved to be a negative factor. This was true in spite of the fact that the presence of experienced teachers was noted as a significant asset.

Apparently, interest and motivation were facilitated where children were given a chance to exercise skills, experience new techniques, set their own goals, and experience success. Since these factors were mentioned by teachers from most of the institutions, it would appear that stimulating new experiences and a certain amount of autonomy aid markedly in the growth of performance skills. Other factors seen as helpful included those relating to teaching methods (e.g. outside tutoring, exercises and drills), the flexibility and relaxed quality of the program, and superior teaching materials (such as the SRA reading kits).

B. Social/Group Skills

Among the factors mentioned as facilitating the development of social group skills were a friendly atmosphere, a teamwork approach, and work in small groups. Teachers apparently saw "respect for the rights of others" as a basic social skill the children should possess, but saw its acquisition as dependent on the personality dynamics of the child, rather than on any aspect of the program. One teacher did note, however, that increased pupil/teacher relationships might aid those who were still immature in this regard.

In general, the ratings of the teachers seemed to indicate that those children who were initially most intact and socially skilled were the ones who made the greatest improvement. Children who were friendly and easy-going in a group felt adequate and were concerned about others. Improvement was also noted among others as well, but those students who remained socially inept tended to be those who suffered conspicuous personality problems such as aggressiveness and negativism, withdrawal, or an inordinate need for attention.

C. Classroom Attitude

As previously mentioned, most of the teachers' responses regarding change reflected the characteristics of the children rather than content of the program. In spite of this, some conclusions may be drawn.

The teachers at Mt. Loretto felt that positive classroom attitude was facilitated by the pleasant atmosphere of the institution and the attractive and varied programs that were offered. They noted that the children's achievement attitude had been improved, and that this had also contributed to an improvement in their attitude toward learning. In contrast, teachers at the Convent of Mercy imputed negative attitudes on the part of the children to lack of active involvement in a variety of activities. They felt that a more challenging program would include activities such as sports and camping and would have done much to stimulate the students' interest in learning. Apparently, this school was not able to plan its work at that optimal level of challenge where children are neither bored nor discouraged.

Among those responses which dealt with characteristics of the children, several factors were noted repeatedly. Those children who were not handicapped in dealing with the work were those who took the greatest pleasure in learning. That is, children who were "ready for the work," able to concentrate, and had an adequate attention span tended to take a more positive attitude. On the negative side, most of the factors mentioned seemed to fall into the area of emotional or characterological problems. Among those mentioned were low achievement motivation, lack of self-control, and inordinate need for guidance and attention.

D. Aspects of Programs to Which Children Were Most Responsive

From the reports of the teachers, it would appear that the culturally enriching, nonacademic parts of the programs received the most enthusiastic response from the children. In many cases, activities such as arts and crafts, dance, dramatics, music, art and other manual tasks were noted as favored. Where an explanation was given for this, the teachers felt that the favorable response was a result of the spontaneous, creative nature of these activities.

At approximately half the participating institutions, teachers cited the child's relationship with his teachers as being an important determinant of the child's response. Where the relationship was a good one and there was an opportunity for work on a one-to-one basis, the children were interested and responsive.

In a few cases, it was noted that some of the children were most responsive to the remedial academic work. This may be the result of the techniques employed at these particular institutions, such as use of the SRA reading series. However, one institution (Bethlehem Lutheran Home) noted that those children who responded best to the academic part of the program were those who were more self-disciplined and mature in group skills. In two other cases, remedial instruction in various subjects was all that was offered, so the children had no opportunity to respond to anything other than academic work.

E. Programs to Which Children Were Least Responsive

Responses to this question revealed a variety of factors, but academic work was noted more than any other aspect as being productive

TABLE 9
FACTORS MOST FREQUENTLY CITED BY TEACHERS
AS INFLUENCING CHILDREN'S IMPROVEMENT

FACTOR	NO. OF TIMES CITED	% POSITIVE*	% NEGATIVE*
<u>PERFORMANCE SKILLS</u>			
(1) INDIVIDUAL ATTENTION	28	27.2	
(2) INTEREST	16	15.5	
(3) HIGH MOTIVATION	29	28.2	
(4) RELATIONSHIP WITH TEACHER	6	5.8	
(5) VALUE OF TEACHING MATERIALS	17	16.5	
(6) LACK OF INTEREST	7		6.8
<u>GROUP/SOCIAL SKILLS</u>			
(7) RESPECT FOR RIGHTS OF OTHERS	12	13.2	
(8) COOPERATIVENESS, WORKS WELL WITH OTHER CHILDREN	47	51.6	
(9) LACK OF RESPECT FOR RIGHTS OF OTHERS	4		4.4
(10) WITHDRAWN BEHAVIOR	15		16.5
(11) HOSTILITY	5		5.5
(12) UNCOOPERATIVENESS	8		8.8
<u>CLASSROOM ATTITUDE</u>			
(13) ENJOYMENT/ADJUSTS TO SCHOOL EASILY	30	63.8	
(14) NEEDS ENCOURAGEMENT	7		14.9
(15) SHORT ATTENTION SPAN	6		12.8
(16) LACKS INITIATIVE	4		8.5

*PERCENTAGES HAVE BEEN BASED ON FREQUENCY COUNTS TOTALED SEPARATELY FOR EACH OF THE THREE AREAS.

of a negative response. However, this appears to be related to another factor cited. A few teachers reported that students were least responsive to activities requiring prolonged concentration and attention, waiting, or sitting still for long periods. It may be these tonal qualities of academic work rather than content which produced negative reactions. Word repetition was specifically cited twice as being poorly received. Speech class, music, dance and writing were also mentioned by particular teachers as aspects to which the children were least responsive. However, it is important to note that these comments were in the context of programs in which the children in question were offered only nonacademic enrichment activities.

F. Characteristics of Children Rated "Greatly Improved" in Programs

Of the eight schools from whom information on teacher ratings was reported, only four provided information about children rated as excellent. Children rated as excellent were described as being adjusted to school, able to learn, and as having a high level of competence and good social skills. Their attitude was also of import in rating, since they were often described as having a good classroom attitude, being helpful, cooperative and enthusiastic. One teacher at the Bethlehem Lutheran Home noted that she felt one child's excellence was due to his knowing "the importance of education." At the New York Foundling Home, where the participating children were preschoolers, a teacher noted that one "excellent" child was competent, well-coordinated, and showed affection and concern for other children.

G. Characteristics of Children Rated As "Not Improved" in Programs

Each teacher was asked to rate and describe children

participating in the summer programs. From this information it is possible to ascertain the characteristics of the children whose overall progress and participation was rated as being poor. Unfortunately, only six institutions provided information which was sufficiently complete to warrant drawing conclusions about the children.

Overall, children who were rated as "not improved" were described by the teachers as evidencing a variety of cultural, characterological and emotional handicaps. Short attention span, hyperactivity, and low frustration tolerance were cited as some of the problems presented by these children. They were also reported to be lacking in social classroom and performance skills, or seriously lagging in their development. A teacher at St. John's indicated that children who showed the least improvement were those who had a negative attitude toward themselves, felt inadequate in group situations, and took a defeatist outlook. These children were also described as lacking self-discipline and control, and evidencing an inability to cooperate, share, or accept orders and instructions.

Some of these characteristics are related to attitudinal factors. Poor performance was also observed in children who were resentful of being in school, or those who lacked commitment. Poor motivation, lack of interest in the subject or self-improvement, or something globally termed "poor attitude" were all additional characteristics teachers noted in children who received poor ratings.

B. Child Interviews

Children were interviewed by either research or Title I staff members

regarding aspects of the program in general and trips in particular.

Their responses are summarized below:

1. Children's Reports of Trips

Ten of the participating institutions took trips during the Title I summer program, and interviews with children as to their trip preferences were available in seven of the ten cases.

The children's reports pointed to one outstanding conclusion: that they preferred outings where they were kept active and there was "something to do." Activities such as picnics with hiking and games, and Coney Island and Palisades Park visits were preferred, chiefly because of the physical activity involved, in all cases where they were offered. The children at Bethlehem Lutheran Home preferred the trips to the Empire State Building, the U.N., and the Brooklyn Museum. However, at this institution, trips were made only to sites of historical and general interest.

In a few cases, children declined to cite trips that were disliked, but in most instances they did give some response. Replies varied and included outings such as trips to museums, West Point, a Circle Line Cruise, a visit to the World's Fair Grounds, movies and plays. However, regardless of the particular place mentioned, in almost every case the children said that the reason they disliked the trip in question was because there was no activity, too much sitting, or simply "nothing to do there."

These reports speak for themselves and should be of important help in planning for future trip programs which will stimulate and interest the children.

2. Aspects of the Program the Children Liked Best and Least

Children in the participating institutions were interviewed and asked what they liked best and least about the program and why. Overall,

in eight institutions whose reports on these interviews were available, it appeared that nonacademic activities were preferred to academic studies. In two institutions, arts and crafts were preferred by a majority of the children, who reported that they had fun and apparently felt productive. The children at St. Michael's liked the trips best because they liked being away from home and being able to see and experience new things. Trips were also preferred by the children at the Bethlehem Lutheran Home, who also enjoyed the movies and shop activity. They reported that they enjoyed these activities because they had a good time and also felt they were learning. At Mt. Loretto, the only institution mentioned where no academic instruction was offered, the cooking course was preferred, with music and the trips mentioned by some of the children.

In three institutions, Inwood House, St. Joseph's Hall, and Childville, the remedial reading programs were cited as the most preferred activity by a majority of the children. In one instance, (at Inwood House), only tutoring in Remedial Reading and English were offered. The students here were also older than those at many of the other institutions. At St. Joseph's Hall, the reading program was favored because the stories used were interesting and the children were motivated to improve their reading. At Childville, where SRA materials were utilized, the children felt reading was both helpful and fun. Also, these institutions offered a full program of activities.

There did not seem to be any apparent relationship between the age of the children and the activities preferred, nor did class size appear to bear any relationship to preferences. However, the information at hand may not be detailed enough to reveal subtleties of such relationships.

Many of the children did not respond when asked what part of the program they liked least, and in some cases reported that they liked all of it. Where dislikes were cited, academic activities such as reading, writing, mathematics and library work were mentioned. Some children at St. John's complained that the programmed part of the day was too long, while those at St. Michael's objected to being in school at all. It is possible that dislike for the academic activities cited is due to the prolonged attention, sitting, and waiting required of children studying these subjects.

C. Tentative Implications of Findings

In considering the teachers' ratings of the children's behavior and the children's responses to the program, comments will be addressed to two issues: 1) characteristics and needs of children in institutions for neglected and delinquent children, and 2) teachers of these children.

1. Characteristics and Needs of the Children in Institutions for Neglected and Delinquent Children

Regarding the characteristics and needs of the children, the question must be raised as to whether their educational and social needs are similar to the majority of children their age. By virtue of the fact that they have not been living with their families and have been housed in a variety of institutions for varying periods of time, they have not consistently experienced growing up as an integral part of a family unit and received the individual care and attention that this implies. While institutional living may be preferable to the circumstances otherwise available to them, it seems appropriate to conjecture concerning effects which the absence of a more normal family life has had upon their

development.

There are suggestions that the greatest overall deficit for these children lies in the area of their social development and ability to form meaningful interpersonal relationships. For example, when the teachers commented upon factors which they felt contributed most to the child's improvement in performance and social skills, they were free to mention any one of an unrestricted number of factors. Interestingly, there was both greater number and variety of positive comments about performance skills than there were about social skills. On the positive side (performance skills) were individual attention, interest, value of teaching materials, high motivation, relationship with the teacher. On the negative side was lack of interest. On the positive side (social skills) were respect for the rights of others and "cooperative/works well with other children". On the negative side were "no respect for the rights of others withdrawal, hostility, "uncooperative/low frustration tolerance. For both performance and social skills, there were more citations of gains than the absence of same. However, comments pertaining to performance skills were more positive than those pertaining to social skills. This difference is highlighted by the fact that the majority of children were rated "slightly improved" for both performance and social skills, but, of those falling at extreme ends of the scale, roughly the same number were rated "unimproved" as "greatly improved

The generally more positive comments regarding performance skills also suggest that these children are able to function more productively in situations that are task-oriented than in social situations. Directing activity and energy toward activities/things and toward interaction with other people are not independent or exclusive of one another, but given

the ways these children interact with the world around them, it seems to be easier for them to master specific tasks than to learn to interact comfortably with others.

Some of the open-ended responses of the teachers suggested that the kind of interaction the children have with others is an important contributing factor in the way in which they respond to learning situations. Responses of the teachers consistently pointed to the fact that they (the teachers) perceived interpersonal relationships to be an important factor in the child's progress. This perception was expressed by stating they felt improvement was due to increased individual attention, good communication and relationships between student and teacher, low student-teacher ratio, friendly atmosphere or work in small groups. Another factor frequently mentioned was the degree of involvement the child displayed in the activity expressed in terms of the child's high interest and motivation. Again, interest and motivation were related to instances where the child was provided with stimulating experiences and allowed to express himself in terms of exercising his skills, experiencing success and setting his own goals. These situations would frequently relate back to the teacher herself.

Characteristics of the children and the activities also influence their participation in the program. There are suggestions that the children who made the most progress were the ones who were the best adjusted and able to get along with others and to participate in classroom activities. That is, they had learned enough of the basic performance and social skills to allow them to take advantage of the opportunities for learning presented to them in the summer program. However, this most tentative conclusion must be retained within the context that the teachers may not have rated the child's progress over the summer, but

may have responded to his behavior at the end of the summer when they were filling out the questionnaires. The children rated as having improved most may not, in fact, have been the ones who made the most improvement, but rather those who were, at the outset, the best adjusted and functioning children.

Both from the children's viewpoint and the observations of the teachers, the children were most responsive to activities where they were involved and "doing something." Overall, the favored trips were ones where the children were active. Nonacademic activities were preferred to academic and, when academic subjects were enjoyed, the children were usually tutored (individual attention) or they had fun (stories were read to them, interesting materials were used).

Generally, they did not like activities where they had to sit for long periods of time. This may provide a clue to one of the reasons why academic subjects were less preferred than nonacademic subjects. Further, one institution noted that children doing best in remedial reading were more mature in social skills, pointing again to the relationship between emotional and social maturity and a child's ability to master, retain, and utilize basic learning skills. Teachers also mentioned that lack of interest and attention and withdrawal interfered with the child's ability to learn.

From reports of the teachers and the children, it appears that the immature social development of many of the children must be taken into account in planning for the most profitable learning experiences for them. A close working relationship with an adult and a stimulating situation in which they can feel actively involved are at least two of the important ingredients.

2. Teachers of Neglected and Delinquent Children

Although most of the teachers were rated positively by their supervisors in their work with the children, there are several differential factors which suggest that teaching background and experience are important issues in dealing with the education of delinquent and neglected children.

In interviews by the research team with supervisory Title I personnel, several persons indicated that teachers who had psychologically-oriented training and/or guidance experience were more adept at understanding and working with the youngsters. One administrator stated that he felt the program was not successful because the teacher did not understand the needs of the students she worked with. Conversely, while teachers generally rated supervisors positively, teachers from two institutions made additional comments about the effectiveness of their supervisors, both of whom had strong psychological orientations where they were highly attuned to the social and emotional needs of the children.

With respect to teachers comments about unimproved and greatly improved children, there were many more statements about those considered unimproved than about those considered greatly improved. Although approximately the same number were rated in each category. (See Table A-3 Appendix A) Though tentative, one explanation for this pattern may be that the unimproved children, handicapped by shyness, withdrawal, aggressiveness, and hostility, presented a management problem for the teachers and in this sense were more outstanding than the others.

Future evaluations of programs for these institutional children might investigate the relationship between child progress in academic or nonacademic activities and the teacher's orientation, experience, or sense of competency in dealing with the emotional as well as the

academic and recreational needs of the child.

D. Child Evaluation Objectives and Findings

Objectives for evaluation of child progress in the summer program will be reiterated and discussed in relation to findings from the teachers' ratings of the children.

I. To Improve Performance in Academic and/or Nonacademic Skills.

As stated earlier, reading performance was chosen to be representative of academic skills, while arts and crafts represented nonacademic skills (since these were the activities falling into academic and nonacademic groupings which were offered most consistently across all institutions). Out of a sample of 96 children participating in remedial reading, 20 per cent were rated "unsatisfactory," 56 per cent were rated "barely satisfactory," 17 per cent "satisfactory" and 6 per cent "exceptional" in their performance. Out of the same number of children participating in arts and crafts, 17 per cent were rated "unsatisfactory," 54 per cent "barely satisfactory," 19 per cent "satisfactory" and 8 per cent "exceptional." These figures suggest that some improvement was perceived in the children's performance in academic and nonacademic activities over the course of the summer, but for the majority of the children it was considered to be barely satisfactory.

Differential patterns of improvement in academic and nonacademic activities were noted across institutions. That is, in some institutions, children were rated consistently higher in academic endeavors than in nonacademic, while for others the converse was true. The most specific improvement in academic subjects was noted in institutions where the children were tutored. Frequently these teachers, reporting on children who were tutored, indicated grade-level gains whereas, in institutions with

larger classes, such specific information was not supplied. Childville was particularly enthusiastic about their reading program, stating that the children had made reading gains over the summer which would be the equivalent of one year's academic work. Other teachers mentioned that it was difficult to assess actual grade level gains over such a short period of time and positive changes in attitude toward learning were more apparent.

2. To change (in a positive direction) their attitudes toward classroom achievement in courses and activities offered in the summer program.
3. To increase their expectations of success in classroom performance over the period of the summer program.

Discussion of Objectives 2 and 3 are combined since the intention of the evaluation was to make only a superficial assessment of these objectives in terms of the teachers' ratings of the degree of improvement in achievement expectation, and attitude toward academic and nonacademic classes. Out of a sample of 96 children the findings are as follows: achievement expectation - 16 per cent "not improved," 64 per cent "slightly improved," 20 per cent "greatly improved;" attitude toward academic classes - 14 per cent "not improved," 68 per cent "slightly improved," 18 per cent "greatly improved;" attitude toward nonacademic classes - 15 per cent "not improved," 83 per cent "slightly improved," and 2 per cent "greatly improved."

Overall, the majority of the children were rated as slightly improved in their classroom and learning attitude. While that data does not

include information about the nature of their progress, remarks from individual teachers about their improvement provide the flavor of some of the gains noted. Numerous comments were made about classroom attitude similar to the following: the child became "enthusiastic about future achievement;" there was "realization that competition in school would aid in future wage earning as an electrician;" "increased motivation resulted in improved classroom attitude;" "having found immediate satisfaction with his improvement, the pupil was enthusiastic over his future success;" "classroom attitude was improved by having small successes recognized and being encouraged to keep trying."

Without follow up evaluation, it is impossible to assess how much these attitude changes depended upon the response of the teacher to the child or how long, if at all, it would be maintained throughout the school year. Also inconclusive is the extent to which the summer experience would serve to motivate the child toward more productive educational involvement.

4. To improve the children's emotional and social stability.

Changes in emotional and social stability were measured by the teachers' ratings of the children on performance skills and social/group skills. These skills were considered necessary for a child to learn if he is to adapt in a world where he must compete, achieve, and form meaningful relationships with other people. In fact, children with adjustment problems frequently display limitations in these areas which interfere with school performance or satisfying social interaction.

Although teachers tended to cluster children in the middle category with little differentiation between performance and social behavioral characteristics, between 60 per cent and 70 per cent of the children were rated as slightly improved while the remaining 30-40 per cent were split

between ratings of "unimproved" and "greatly improved" (Table A-3, Appendix A).

As discussed previously, these findings suggest that the greatest deficit for these children lies in the area of emotional and social development. Overall, the teachers' ratings of the children imply that they saw general improvement in abilities to function productively in both task-oriented and in social situations. Rather than repeat the discussion of findings, some comments about the children in regard to their performance and social skills have been included. For children seen as improving over the summer months, the following comments are representative of numerous ones made about the children: "he has developed a consideration for others," "shows increased maturity in social relationships," "an eager, capable student has seemingly developed a more responsive attitude toward adult suggestion," "seeing more people relating to him improves his social graces," "the overall attitude of the boys toward their work was excellent....many times they asked, "Am I getting better?" indicating desire to see improvement in their own achievement.

For children seen as "not improved," the following kinds of comments were made by the teachers: "needs more relationships, pupil-to-pupil and teacher-to-pupil...finds it difficult to relate," "a belligerent attitude hampered some good ability in arts and crafts," "a poor self concept, easily frustrated and hyperexcitable which contributed to his lack of greater improvement."

The present instrumentation for evaluating the children's progress did not yield qualitative data about how or why the children improved but provided some general information about how many improved and the nature of their improvement. On the base of this initial effort, future evaluations may wish to address themselves more closely to relevant criteria by which improvement can be assessed in these children and by which teachers can more trenchantly and consistently assess themselves.

CHAPTER VI

OVERVIEW

The Title I Summer Program was considered a success by all but one of the participating institutions. Personnel indicated that the program enabled the institutions to provide the children with new experiences and opportunities they would not have been able to give them otherwise. A director of one of the programs indicated, "Although we have made a few suggestions for improving the program in the future, we feel that it has offered the children very profitable and enriching experiences. We were most pleased with the cooperation of the planning and coordinating staff of the Board of Education and with the excellent quality of the teachers who were assigned as tutors to the program." The main criticisms offered were in the areas of prior planning and getting materials to the schools.

Even in one institution where the program was considered to be unsuccessful, there was recognition that it could make a meaningful contribution to the residents. The fault lay in the last-minute, rushed administration of the program, unclarity as to sources of teaching personnel, and no time for finding sufficient or suitable teachers. As a respondent at this institution noted, "I would like to see the program continued next summer and am sure we can use it well if given time to interview and select appropriate teachers."

Suggestions of changes if a Title I Summer Program is conducted next year are detailed in Chapter IV, but in summary, fall generally into two categories: 1) increased time for program planning, selection of teachers, planning and expansion of programs and activities within the institutions, ordering of supplies and earlier deliveries. 2) increased freedom to choose the frequency and sites for the cultural and educational trips in which the children participated.

There were also several mentions of the possibility of instituting a pre- and post-testing program for the children which could serve as guidelines by which the institutional personnel could better evaluate gains made by the children. Such a program could also benefit any formal evaluation, particularly in the light of the many differences in the institutional programs and the needs of the children.

A number of questions have been raised by this evaluation which will be enumerated for the use of researchers evaluating programs for delinquent and neglected children in the future:

1. Do these children, because of ego and social developmental lags, need special programs in order to be encouraged to participate more actively in the educational process? They appeared to have responded best when they were involved in an activity or had the individual attention of a tutor. Related to this preference, a closer look might be taken at programs where the children did not enjoy academic subjects and programs where they did.
2. Could teachers be more effective with these children if they had previous experience dealing with children with emotional problems? Should an orientation program be offered to them to help them become more aware of the needs and difficulties of the children with whom they will be dealing?
3. What factors, other than emotional handicaps, may have inhibited improvement over the course of the summer program? Do these children need a different program from those who were able to respond more positively?
4. What is the nature of the interactions between emotional difficulties and the learning process: how many neglected children actually have emotional problems of developmental lags which interfere with their motivation or ability to learn, and how many simply need greater exposure to a wider variety of experiences so that they may learn how to function adequately in the world outside the institution?

Appendix A

TABLE A-1

COURSE OFFERINGS FOR TITLE I PROGRAM

Institution	Program Offering	Content
Bethlehem Lutheran Home	Arts and crafts Physical training Cultural enrichment	Woodwork, leatherwork, painting Volleyball, baseball, badminton Trips and films
Brooklyn Home for Children	Remedial instruction	Word comprehension skills
Catholic Guardian Society	Tutorial English Remedial mathematics Remedial reading Arts and crafts	Analysis and practice in composition Fundamentals of modern mathematics Improvement in reading skills (Material not received in time)
Convent of Mercy	Second grade Special education Music Arts and crafts Remedial reading	Information not supplied
Mission of the Immaculate Virgin	Speech Beauty culture Cultural enrichment Music and dance	Speech improvement Dramatics - oral expression and self confidence Interpretation and appreciation
St. John's Home for Boys	Remedial mathematics Remedial reading instruction Remedial speech instruction Arts and crafts Art - painting Art - photography Art - printing Physical training - intra-mural Cultural enrichment	Computational Reading, phonics, vocabulary Speaking, phonics, articulation Paper mache, oils, water Trays Posters, signs, photo essay technique Linoleum, silk-screen Softball Picnics, recreation, sports
St. Joseph's Hall	Remedial instruction Arts and crafts Cultural enrichment	SRA work Stories, clay, collages, puppets, finger painting Field trips
St. Michael's Home	Remedial instruction Arts and crafts Music	Reading - basic skills
St. Vincent's Home for Boys	Remedial instruction Cultural enrichment	Reading, English Trips

TABLE A-1 (Continued)

Institution	Program Offering	Content
Childville, Inc.	Remedial instruction Music Vocational training Physical training Cultural enrichment	Reading, arithmetic Sewing, photography, woodwork Sports and exercises Trips and activities
New York Foundling Hospital	Arts and crafts Cultural enrichment	Water play, painting, pasting Trips
Booth Memorial Hospital	Remedial instruction Home economics	Reading, grammar, study, word games Cooking, buying, serving food
Inwood House	Remedial instruction	Reading skills, spelling and vocabulary
Louise Wise Services	Remedial instruction	Speech and reading

TABLE A-2

LISTING OF ESZA TITLE I TRIPS

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number and Titles of Supervisory Adults
Bethlehem Lutheran Home	Statue of Liberty	3	30	11-14	-	9/19	4 Teachers
	Prospect Park	3	35	11-14	-	7/26	4 Teachers
	Empire State Bldg.	3	35	11-14	-	3/2	4 Teachers
	Teddy Roosevelt Home	3	26	11-14	-	3/9	4 Teachers
	Brooklyn Museum	3	27	11-14	-	3/10	4 Teachers
	United Nations	3	22	11-14	-	3/15	4 Teachers
	Museum of City of New York	3	25	11-14	-	3/17	4 Teachers
	Jones Beach and Jones Beach Theatre	12	13	-	3 to 12	7/20	-
	Bear Mt. Cruise	10	13	-	"	7/20	-
	Mayden Planetarium	4	7	-	"	7/26	-
Catholic Guardian Society	... Aquarium and Concy Island	9	14	-	"	7/23	-
	Jones Beach and Jones Beach Theater	12	10	-	"	3/2	-
	Circle Line Tour	4	9	-	"	3/5	-
	Radio City	4	10	-	"	3/6	-
	Bear Mountain	10	10	-	"	3/15	-
	Broadway Show "Hello Golly"	4	13	-	"	3/17	-
	Broadway Show "Black Comedy"	5	10	-	"	1/13	-
	Forest Hills Concert	4	10	-	"	1/13	-
	Bear Mountain	5	32	6 to 9	Kd. - 2	7/20	3 Teachers
	Circle Line Cruise	4	37	4 to 9	Pre-2	7/23	10 Teachers
Convent of Mercy	Columbia University	3	30	7 to 9	1 to 2	1/2	2 Teachers
	Childrens Theatre	5	43	5 to 9	Kd-2	1/10	10 Teachers
	Brooklyn Museum	5	61	3 to 9	Pre-2	1/13	10 Teachers
	Picnic Valley Stream	3	10	5 to 9	Kd-2	7/14	2 Adults
	Museum of Famous People	3	10	5 to 9	Kd-2	7/19	2 Adults
	Museum of American Indian	3	10	5 to 9	Kd-2	7/24	2 Adults
	Long Island Aquarium	3	12	5 to 9	Kd-2	7/24	2 Adults
	Museum of Natural History	3	10	5 to 9	Kd-2	1/7	2 Adults
	Forest Hills Concert	4	10	5 to 9	Kd-2	1/11	2 Adults
	Forest Hills Concert	4	10	5 to 9	Kd-2	1/11	2 Adults

TABLE A-2

LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number & Titles of Supervisory Adults
St. Johns Home	Rye Beach	7	34	11-15	Jr. High	7/20	4 Teachers
	Jones Beach	7	22	11-15	Jr. High	7/20	3 Teachers
	Lincoln Hall	9	16	11-15	Jr. High	7/20	2 Teachers
	Rye Beach	7	28	11-15	Jr. High	7/27	3 Teachers
	World's Fair Grounds	6	24	11-15	Jr. High	7/27	3 Teachers
	Jones Beach	7	21	11-15	Jr. High	8/3	2 Teachers
	World's Fair Grounds	6	27	11-15	Jr. High	8/3	3 Teachers
	Astor Theatre	5	57	11-15	Jr. High	8/10	7 Teachers
	Apollo Theatre	5	20	11-15	Jr. High	8/17	2 Teachers
	Bear Mountain	9	60	11-15	Jr. High	8/21	9 Teachers
	Westbury Music Fair	4½	46	7	Pre-schl	7/14	7 Teachers
	Westbury Music Fair	4½	46	7	4th	7/14	2 Aides
St. Joseph Hall	Northville Oil Terminal	½	46	7	Pre-schl	7/19	7 Teachers
	Mac Arthur Airport	½	35		4th		2 Counselors
	Treat Potato Chip Factory	20 min.	46		5-8	7/27	2 Aides
	Suffolk County Fair	½	46	7	Pre-schl	7/10	7 Teachers
					4th	7/24	Counselors
							7 Teachers
							2 Aides
							2 Counselors
							3
							2
							3
							3
St. Michaels Home	N.E.C. Tours	5	M 17 F 17	13	3th	-	3
	Macy's	5	27	13	3th	-	2
	Teddy Roosevelt	5	17	13	3th	-	3
	Teddy Roosevelt	3	9	13	3th	-	3
	Hyde Park, F.D. R.	5	9	13	3th	-	3
	Statue of Liberty	5	9	13	3th	-	3
	Empire State	5	19	13	8th	-	3
	Catskill Game Farm	6½	10	13	3th	-	3
	United Nations	5	19	13	3th	-	3
	Sterling Forest	6	9	13	3th	-	3

TABLE A-2

LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	No. & Titles of Supervisory Adults
St. Vincent's Home for Boys	Circle Line Boat Ride	4	6	16	10	7/17	1 Teacher
	Statue of Liberty	4	6	16	10	7/18	1 Teacher
	Show, South Pacific	4	7	16	10	7/19	1 Teacher
	Bear Mountain Park	3	7	16	10	7/19	1 Teacher
	Loews State - The Bible	4	3	16	10	7/21	1 Teacher
	St. George Pool	4	3	16	10	7/24	1 Teacher
	Show - Hallelujah Baby	4	7	16	10	7/26	1 Teacher
	Empire State and Radio City	5	4	16	10	7/27	1 Teacher
	Coney Beach	3	7	16	10	7/28	1 Teacher
	Lincoln Center	3	15	14	6-9	7/13	2 Rec.
Childville, Inc.	Planetarium Aquarium	5	3	10	4-5	7/31	2 Rec. "
		5	16	12	4-6	7/19	6 " "
	Narrowsburg, N.Y.	9 days (6 groups)	16	11	1-6	3/16	14 Child Care Workers
	Catskill Game Farm	9	5	10	2-4	8/22	2 " "
	Hyde Park Museum	3	3	9	2-4	8/6	2 Rec.
	Central Park Zoo	6	16	12	2-6	7/10	6 Rec. Leaders
						to 8/22	6 Rec. Leaders
	Prospect Park	6	16	12	2-6	"	10 Child Care workers
	Clove Lake S.T.	6	3	10	3-5	8/22	" 1 Child Care Worker
							1 Rec. Leader
New York Foundling Hospital	Central Park Zoo	3	10	2-4	Pre. School	7/14	6 Teachers & Asst.
	Statue of Liberty Bronx Zoo	4	10	2-4	"	7/23	6 " "
		3	6	2-4	"	8/4	2 Teachers
	Staten Island Ferry	3	10	2-4	"	3/11	2 Assistants 2 Teachers
	La Guardia Airport	4	6	2-4	"	3/13	4 Assistants "

TABLE A-2

LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number and Titles of Supervisory Adults of Recreational Counselors
Mission of the Immaculate Virgin	Cloisters	5½	55	14-18	Sr. Boys	7/8	5
	Bear Mountain	8½	54	6-12	Jr. Girls	7/10	5
	Bear Mountain	8	45	6-12	Jr. Boys	7/11	5
	Rockefeller Center	8	44	6-12	Jr. Boys	7/11	5
	Bronx Zoo	5½	55	14-18	Sr. Boys	7/12	5
	Coney Island Aquarium	10	57	6-12	Jr. Boys	7/12	5
	Bronx Zoo	8½	55	6-18	School	7/12	5
	Broadway Play United Nations	5	20	14-18	Sr. Coed	7/13	5
	Rockefeller Center	8	49	6-12	Jr. Boys	7/13	5
	Radio City	8	56	6-12	Jr. Boys	7/13	5
		8	48	12-14	Inter. Girls	7/13	5
	Forest Hills Concert Hayden	5	60	6-12	Jr. Boys	7/14	6
	Planetarium	4	24	14-18	Sr. Boys	7/15	3
	West Point	12	50	14-18	Sr. Boys	7/17	5
	Statue of Liberty	3	48	6-14	School Girls	7/17	5
	Statue of Liberty Hayden	8	48	6-12	Jr. Boys	7/19	5
	Planetarium	8	50	6-12	Jr. Boys	7/18	5
	Radio City	4	38	14-18	Sr. Girls	7/18	4
	Rockefeller Center	5	40	14-18	Sr. Boys	7/19	4
	West Point	12	50	6-12	Jr. Boys	7/19	5
	Police Station	5	55	6-12	Jr. Girls	7/19	5
	New York Play	5	10	6-12	Jr. Boys	7/20	1
	United Nations	5	20	14-18	Sr. Boys	7/20	2
	Broadway play	5	20	14-18	Sr. Coed	7/20	2
	Bronx Zoo	5	55	6-12	Jr. Boys	7/20	5
	Statue of Liberty	8	55	6-12	Jr. Boys	7/20	5

TABLE A-2

LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number and Titles of Supervisory Adults
Mission of the Immaculate Virgin	Play	5	45	6-18	School Girls	7/20	4
	Radio City	5 ¹	55	14-18	Sr. Boys	7/21	5
	Aquarium	5	43	14-18	Sr. Boys	7/22	4
	Statue of Liberty	5	55	14-18	Sr. Boys	7/23	5
	Tour of Capitol	12	12	14-18	Sr. Boys	7/24	
	Bear Mountain	8		6-12	Jr. Boys	7/24	4
	Children's Play Circle Line	5	41	6-12	Jr. Girls	7/24	
	Tour	5	48	14-18	Sr. Coed	7/25	5
	Sleepy Hollow	10	41	6-12	Jr. Boys	7/25	4
	Empire State Building	3	53	6-12	Jr. Girls	7/26	5
	Lincoln Center Tour	5	10	14-18	Sr. Boys	7/26	1
	West Point	12	10	6-12	Jr. Boys	7/26	
	New York Play	5	53	12-14	Inter. Girls	7/27	1
	Rockaway's	5	53	14-18	Sr. Boys	7/27	5
	Rye Beach	12	65	14-18	Sr. Boys	7/27	6
	Broadway Play	5	22	14-18	Sr. Coed	7/27	2
	Coney Island	8	53	6-12	Jr. Boys	7/27	5
	Aquarium	12	20	14-18	Sr. Boys	7/27	2
	State Park	12	20	14-18	Sr. Boys	7/27	2
	Catskill Game Farm	4	50	14-18	Sr. Coed	7/29	5
	Forest Hills Concert	12	38	6-12	Jr. Boys	7/31	4
	Bear Mountain	5	55	6-12	Jr. Girls	7/31	5
	Hayden	10	43	6-12	Jr. Boys	8/1	4
	Planetarium	8	62	6-12	Jr. Boys	8/1	6
	Bronx Zoo	12	65	14-18	Sr. Boys	8/1	6
	Sleepy Hollow	8	62	6-12	Jr. Boys	8/2	6
	Radio City Music Hall	12	62	6-12	Jr. Boys	8/2	6
	Rye Beach	5	62	14-18	Sr. Girls	8/2	6
	New York Play	8	62	6-12	Jr. Boys	8/2	6
	Bronx Zoo						

TABLE A-2
LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number and Titles of Supervisory Adults
Mission of the Immaculate Virgin	Rockaway's	8	136	6-12	Jr. Boys	8/2	14
	Sleepy Hollow	12		6-12	Jr. Girls	8/2	
	United Nations	5	50	14-18	Sr. Boys	8/3	5
	Broadway Play	5	22	14-18	Sr. Coed	8/3	2
	Circle Line						
	Tour	8	60	6-12	Jr. Boys	8/3	6
	New York Play	5		6-12	Jr. Boys	8/3	
	Hayden						
	Planetarium	5½	11	14-18	Sr. Boys	8/4	1
	Catskill Game						
	Farm	12	24	14-18	Sr. Boys	8/7	2
	Central Park						
	Zoo	8	28	6-12	Jr. Boys	8/7	3
	Bear Mountain	8	55	6-12	Jr. Boys	8/7	6
	N.Y. Children's	5	50	6-12	Jr. Girls	8/7	5
	Play	10	55	6-12	Jr. Boys	8/8	5
	Cooperstown						
	Rockefeller	5	27	14-18	Sr. Boys	8/8	3
	Center	12	52	14-18	Sr. Boys	8/9	5
	Howe Caverns	10	52	6-12	Jr. Boys	8/9	5
	Coney Island						
	Coney Island						
	Aquarium	3½	52	6-18	School Girls	8/9	5
	New York Play	5	47	12-14	Inter. Girls	8/10	5
	New York Play	5	11	6-12	Jr. Boys	8/10	1
	Hyde Park						
	F.D.R. Museum	12	45	14-18	Sr. Boys	8/10	6
	Bear Mountain	8	60	6-12	Jr. Boys	8/10	6
	Movie	3	32	14-18	Sr. Boys	8/13	3
	West Point	12	55	14-18	Sr. Boys	8/14	5
	Rockaway's	10	65	6-12	Jr. Boys	8/14	6
	Bear Mountain	10	65	6-12	Jr. Boys	8/14	6
	Coney Island						
	Aquarium	10	50	6-12	Jr. Boys	8/16	5
	Broadway Play	5	30	14-18	Sr. Boys	8/16	3
	Bronx Zoo	7½	55	6-12	Jr. Girls	8/16	5
	Hall of Science	5	55	12-14	Inter. Girls	8/17	5
	United Nations	5		6-12	Jr. Boys	8/17	

TABLE A-2

LISTING OF ESEA TITLE I TRIPS (Cont'd)

Institution	Destination	Duration in Hours	Number of Children	Ages	Grades	Date	Number and Titles of Supervisory Adults
Mission of the Immaculate Virgin	Radio City Music Hall	5	33	14-18	Sr. Boys	8/17	3
	Bear Mountain Boat Ride	8	220	14-18	Sr. Coed	8/17	22
	Lincoln Center	5	33	12-14	Inter. Girls	8/17	3
	Forest Hills Concert	4		6-12	Jr. Boys	8/19	
	Forest Hills Concert	4	238	12-14	Inter. Coed	8/19	24

TABLE A-3

FREQUENCY DISTRIBUTION OF TEACHER RATINGS OF CHILDREN ON 18 VARIABLES

VARIABLE	% RATED AS		% RATED AS		% RATED AS	
	UNSATISFACTORY	BARELY SATISFACTORY	BARELY SATISFACTORY	SATISFACTORY	SATISFACTORY	EXCEPTIONAL
ACADEMIC						
(1) REMEDIAL READING PARTICIPATION	27		47		19	7
(2) REMEDIAL READING PERFORMANCE	20		56		17	6
NON-ACADEMIC						
(3) ARTS AND CRAFTS PARTICIPATION	25		49		20	6
(4) ARTS AND CRAFTS PERFORMANCE	19		54		19	8
PERFORMANCE SKILLS						
(5) TASK COMPLETION		11		66		23
(6) SELF-INITIATIVE		18		60		22
(7) ATTENTION SPAN		14		67		18
(8) TOLERANCE FOR FRUSTRATION		25		60		15
(9) CURIOSITY AND INTEREST IN SURROUNDING WORLD		19		68		13
GROUP/SOCIAL SKILLS						
(10) PEER RELATIONSHIPS		14		75		11
(11) CONSIDERATION FOR OTHERS		11		81		08
(12) ABILITY TO SHARE, TAKE TURNS		16		67		17
(13) COOPERATION IN GROUP ACTIVITY		20		71		09
(14) ACCEPTING ADULT DIRECTION		12		64		24
(15) ACCEPTING ADULT HELP		9		66		25
CLASSROOM ATTITUDE						
(16) ACHIEVEMENT EXPECTATION		16		64		20
(17) ACADEMIC CLASSES		14		68		18
(18) NON-ACADEMIC CLASSES		15		83		02

GENERAL INFORMATION

Name of Institution _____

Address _____

Individual in charge of summer program _____

Type of School: Residential _____ Day _____

Sectarian: Yes (specify) _____ No _____

Number of children served from the following religious backgrounds:

Catholic _____ Protestant _____ Jewish _____ Other _____

Characteristics of children served (Please fill in number having major presenting problem from the following list. Code: A=white, B=negro, C=spanish speaking)

	A	B	C
Neglected	_____	_____	_____
Delinquent	_____	_____	_____
Emotionally disturbed	_____	_____	_____
Physically handicapped	_____	_____	_____
Retarded	_____	_____	_____

Age range of children: _____ To _____ Average age _____

Is education provided within the institution? Yes _____ No _____

If yes, what grade levels are offered? _____

If no, specify where and how offered. _____

Number of teachers employed by institution _____

Minimum employment standards for teachers _____

Hours of daily instruction during the school year _____

Average number of children in each class _____

Subjects taught (please list) _____

Program facilities: library _____ playground _____ gymnasium _____

swimming pool _____ other _____

Activities offered (specify) _____

Workshops (specify) _____

GENERAL INFORMATION

Goals of the year round program _____

How implemented _____

Goals of the summer program _____

How implemented _____

GENERAL DESCRIPTION OF ESEA TITLE I SUMMER PROGRAM

Name of institution _____

Number of children in program _____ Age range _____

Program activities offered (check where appropriate)

	Number of pupils	Average age	Approx grade level	Content	Hours daily	Hours weekly
Remedial Instruction	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Arts and Crafts	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Vocational Education	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Physical training	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____
Cultural Enrichment	_____	_____	_____	_____	_____	_____
	_____	_____	_____	_____	_____	_____

GENERAL DESCRIPTION OF ESEA TITLE I SUMMER PROGRAM

Teachers

Number employed in the ESEA Title I program _____

Please specify the following for each teacher

Years of experience Regular Class	Special Class	Graduate Degrees and Credits	Grade level(s) Taught	Subject(s) Taught
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Please include teacher's name

Supplies ordered (please List) (paper, chalk, pencils, etc.)	Date Ordered	Supplies received(list)	Date Received

Equipment ordered (list) (recorders, audiovisual devices, etc.)	Date Ordered	Equipment Received (list)	Date Received

Comment if receipt date has affected program implementation

Costs of Title I ESEA program

<u>Service</u>	<u>Amount</u>
in-charge teachers	_____
staff teachers	_____
educational aides	_____
secretarial staff	_____
equipment	_____
supplies	_____
Food	_____
trips	_____
maintenance or replacement	_____
other (specify)	_____
Total	_____

PROGRAM IMPLEMENTATION

TEACHER AND/OR SUPERVISORY RATINGS

<u>Program Offerings</u> (check where applicable)	<u>Program *</u> <u>Objectives</u>	<u>Program</u> <u>Implementation</u>		<u>Characterize</u>	
		<u>Satis-</u> <u>factory</u>	<u>Unsatis-</u> <u>factory</u>	<u>Strengths</u>	<u>Weakness</u>
Tutorial English (H.S.)	_____	_____	_____	_____	_____
Tutorial Math (H.S.)	_____	_____	_____	_____	_____
Remedial English (E.I.)	_____	_____	_____	_____	_____
Remedial Math (E.I.)	_____	_____	_____	_____	_____
Remedial Reading	_____	_____	_____	_____	_____
Social Studies	_____	_____	_____	_____	_____
Arts and Crafts	_____	_____	_____	_____	_____
Music	_____	_____	_____	_____	_____
Dramatics	_____	_____	_____	_____	_____
Speech	_____	_____	_____	_____	_____

* If additional space is needed to specify program objectives or characterize strengths and weaknesses of program please indicate and continue on back of page:

PROGRAM IMPLEMENTATION

<u>Program Offerings</u> (check where applicable)	<u>Program objectives</u>	<u>Program Implementation</u>		<u>Characterize</u>	
		<u>Satis-</u>	<u>Unsatis-</u>	<u>Strengths</u>	<u>Weaknesses</u>
		<u>factory</u>	<u>factory</u>		
Dancing	_____	_____	_____	_____	_____
Beauty Culture	_____	_____	_____	_____	_____
Dressmaking	_____	_____	_____	_____	_____
Wood Shop	_____	_____	_____	_____	_____
Other	_____	_____	_____	_____	_____
Physical Activities	_____	_____	_____	_____	_____
Recreational activities	_____	_____	_____	_____	_____
Audio-Visual Programs	_____	_____	_____	_____	_____
Overall Program	_____	_____	_____	_____	_____

SUPERVISORY (INSTITUTIONAL) RATING OF ESEA TITLE I SUMMER PROGRAM

Institution _____

Name and position _____

In your opinion, have the objectives of the program been fulfilled
successfully? _____ unsuccessfully? _____

What factors have contributed most to the success of the program?

Least?

What aspect of the program has been most beneficial to the children?

Least beneficial?

What, if any, impact has the Title I summer program had on the regular institutional Program?

If the program were repeated next year, what, if any, changes would you suggest?

RATINGS OF TEACHERS

(Title I program coordinator and/or institutional supervisor)

Institution _____

Name & position of person evaluating teacher _____

Name of teacher _____

<u>Characteristic</u>	<u>Poor</u>	<u>Fair</u>	<u>Good</u>	<u>Excellent</u>	<u>No Opportur ty to Observe</u>
Curriculum planning	_____	_____	_____	_____	_____
Content presentation	_____	_____	_____	_____	_____
Creativity	_____	_____	_____	_____	_____
Ability to involve children in tasks	_____	_____	_____	_____	_____
Ability to interact comfortably with children	_____	_____	_____	_____	_____
Ability to successfully manage difficult children	_____	_____	_____	_____	_____
Ability to stimulate interaction among children	_____	_____	_____	_____	_____
Cooperation with other staff	_____	_____	_____	_____	_____

TEACHER RATINGS OF SUPERVISORY PERSONNEL*

(in-charge teachers, institutional supervisor)

Name of Institution _____

Name of Teacher _____

Name and position of person evaluated _____

CHARACTERISTIC	Seldom	Usually	Always
Available for consultation	_____	_____	_____
Provided adequate program guidelines	_____	_____	_____
Encouraged initiative and autonomy	_____	_____	_____
Supportive and constructive	_____	_____	_____
Sensitive to teacher's problems	_____	_____	_____
Hypercritical	_____	_____	_____

* To insure anonymity, please place in sealed envelope and return to supervisor.

TEACHER RATING FOR EACH CHILD

Institution	Name of Teacher
-------------	-----------------

Name of child _____

Male	Female	Age	Grade level
------	--------	-----	-------------

CLASSES ATTENDED (Please check where appropriate using code E=exceptional, S=satisfactory, B=barely satisfactory, U=unsatisfactory)

[illegible]

Non-Academic	Participation in Activity				E	Performance		
	E	S	B	U		S	B	U
Arts and Crafts								
Music								
Dramatics								
Speech								
Dancing								
Beauty Culture								
Dressmaking								
Wood shop								
Other								

TEACHER RATING FOR EACH CHILD

<u>Classes & Activities</u>	<u>Number of Sessions</u>	<u>Number Absent</u>	<u>Reason</u>
---------------------------------	---------------------------	----------------------	---------------

Attendance			

PERFORMANCE SKILLSPre-program Level

Needs

Improvement

Yes

No

Program Achievement

Not

Improved

Slightly

Improved

Greatly

Improved

Task completion

Self-initiative

Attention span

Tolerance for frustration

Curiosity and interest in
surrounding worldGROUP/SOCIAL SKILLS

Peer relationships

Consideration for others

Ability to share, take turns

Cooperation in group activity

Accepting adult direction

Accepting adult help

CLASSROOM ATTITUDE

Achievement expectation

Academic Classes

Non-Academic Classes

COMMENTS

TEACHER RATING FOR EACH CHILD

What, in your opinion, contributed most to the child's improvement (or lack of improvement) in his

Performance skills _____

Social/group skills _____

Classroom Attitude _____

Why? _____

To what aspect of the summer program has the child been most responsive? and

Why? _____

Least responsive? _____

If the program were to be repeated next year, what changes would you suggest?

INTERVIEWS WITH CHILDREN

1. What did you like best about the summer program?

Why?

2. What did you like least?

Why?

3. (If trips taken) What trips did you like most?

Why?

4. Least?

Why?

Name _____

Institute _____

APPENDIX C

Staff List

Dr. Joan A. MacVicar, Evaluation Chairman
Director of Bristol Acres School
Taunton, Massachusetts

Dr. Alan J. Burnes
Director, Human Sciences Inc.

Dr. Sheldon R. Roen
Director, Psychological Consultation Center
Teachers College, Columbia University

Dr. E. Belvin Williams
Director, Computer Center
Associate Professor, Psychology and Education Departments
Teachers College, Columbia University

Miss Anne Marie Allerand
Research Associate, Human Sciences Inc.

Miss Johanna Jorgensen
Research Associate, Human Sciences Inc.

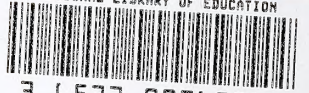
Miss Thelma Catalano
Research Associate, Human Sciences Inc.

Miss Dorothy Toomey
Research Associate, Human Sciences Inc.

Mr. Joshua Winstein
Research Associate, Human Sciences Inc.



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